

Kenneth Beach

STATEMENT OF POLICIES

BULLETIN
No. 1



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FEDERAL BOARD
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DECEMBER, 1926

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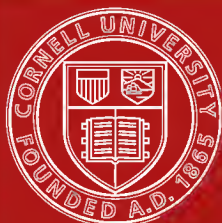
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STATEMENT OF POLICIES.

INTRODUCTION.

The original edition of this bulletin was published in 1917, as soon as practicable after the organization of the Federal board on July 21. The statement was made that the bulletin was to be regarded as preliminary and tentative, but the nine years which have elapsed since its publication have shown that very few changes are required in the policies as originally published. Most of the changes which will be found in this edition are additional policies which have been adopted by the board to meet particular situations and to answer definite questions raised by the States.

Vocational education is still in its beginning and the Federal board still reserves the right to change its policies as a growing and lengthened experience may indicate the necessity for change and after due notice has been given to the States.

Part I of the presentation of policies includes general policies or standards adopted by the Federal board; Part II includes principally rulings upon and a discussion of specific points raised at hearings given to the State boards for vocational education or in the day-to-day administration of the act. This discussion falls under five general subheads: Considerations of a general nature, agricultural education, trade and industrial education, home-economics education, and commercial education.

In addition to the policies the bulletin contains in the Appendix an analysis of what may be termed the absolute legal requirements of the vocational education act. The obligations defined by the statute are delineated as applied to the States, the Federal board, the Secretary of the Treasury, the State custodian for vocational education funds, and the State boards. This analysis, taken in conjunction with the policies, furnishes an answer to many legal questions which have been asked either of the Federal board or of the State boards.

The Appendix contains also a copy of the act of February 23, 1917 (Public, No. 347, 64th Cong.), and statistical tables showing amount of grants to the States.

COOPERATION BETWEEN THE FEDERAL GOVERNMENT AND THE STATES.

The vocational education act provides a scheme of cooperation between the Federal Government and the States for the promotion of

vocational education in the fields of agriculture, trade and industry, home economics, and commerce.

Under this act the Federal Government does not propose to undertake the organization and immediate direction of vocational training in the States, but does agree to make from year to year substantial financial contribution to its support. It undertakes to pay over to the States annually certain sums of money and to cooperate in fostering and promoting vocational training and the training of vocational teachers. The grants of Federal money are conditional, and the acceptance of these grants imposes upon the States specific obligations to expend the money paid over to them in accordance with the provisions of the act.

This cooperation of the States with the Federal Government is based upon four fundamental ideas: First, that vocational education being essential to the national welfare, it is a function of the National Government to stimulate the States to develop and maintain this service; second, that Federal funds are required to adjust equitably among the States the burden of providing the service; third, that since the Federal Government is vitally interested in the success of vocational education, it should, so to speak, purchase a degree of participation in this work; and, fourth, that only by creating such a relationship between the central and the local Governments can better and more uniform standards of educational efficiency be set up.

AGENCIES OF COOPERATION.

The agencies of cooperation established by the act are devised to secure effective cooperation in promoting vocational education. The law provides for the appointment by the President of a representative Federal Board for Vocational Education. The members of this board are the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Commissioner of Education, together with three citizens who represent, respectively, the manufacturing and commercial, the agricultural, and the labor interests of the Nation. One member is elected annually by the board as chairman. To provide agencies representing the States, the act requires that, as a condition of benefiting under the act, State boards of not less than three members shall be created or designated by act of legislature, each State board to work in cooperation with the Federal board in carrying out the provisions of the act within the State.

The scheme of education set up contemplates that each State shall submit to the Federal board a plan outlining the method by which it proposes to conduct its vocational education activities. These plans the Federal board must carefully examine; and if it finds them to be in conformity with the spirit and purpose of the act, it is

authorized to direct that the moneys apportioned to the various States be paid. In other words, partly by the act itself, partly by the Federal board, and partly by the State board in cooperation with the Federal board, standards of vocational education are established meeting the approbation of both State and Federal Governments.

METHODS OF FEDERAL ADMINISTRATION.

The Federal board conceives its responsibility under the act as being that of providing services to the States in the field of vocational education. The several funds set up under the act out of which Federal money is apportioned to the States, and the appropriation made to the Federal board itself for research and investigation, have indicated and necessitated the development of four administrative services:

1. An agricultural education service.
2. A commercial education service.
3. A home economics education service.
4. A trade and industrial education service.

For each of these services the board has appointed a chief to act under general direction of its director, and Federal agents for each service. These Federal agents are, in general, to act as administrative representatives of the Federal board in the field, to gather information regarding methods adopted by the several State boards for the administration of the act, and to inspect the work of the State boards in so far as that work involves compliance with the requirements of the law, with the decisions and policies of the Federal board, and with the approved plans for the States.

PUBLIC SUPERVISION AND CONTROL.

The guiding principle of the vocational education act—and it can not be too strongly emphasized that this principle applies to every phase of activity under that act—is that the education to be furnished must be *under public supervision and control*, and designed to train persons for useful employment, whether in agriculture, trade and industry, home economics, or commerce.

VOCATIONAL EDUCATION AS DEFINED IN THE VOCATIONAL EDUCATION ACT.

To the extent that it is subsidized by the Federal Government under the vocational education act, vocational training has reference to training for wage-earning employment. It may be given to boys and girls who, having selected a vocation, desire preparation for entering it as trained wage earners; to boys and girls who, having already take up a wage-earning employment, seek greater efficiency in that employment; or to wage earners established in their trade or

occupation, who wish through increase in their efficiency and wage-earning capacity to advance to positions of responsibility.

AMOUNT OF MONEY MADE AVAILABLE.

The moneys set aside by Congress for vocational education are appropriated on a graduated scale, the amount increasing year by year up to 1926, when the maximum is reached. This maximum becomes the annual appropriation established by the act, and is continued indefinitely after the year 1926. Every dollar of the Federal money appropriated for the purpose of cooperating with the States either in the payment of salaries or in the preparation of teachers, is furnished upon condition that it be matched by an equal amount appropriated for the same purpose by the State, the local community, or both, in which the Federal money is to be spent.

The tabular summary of grants given on page 66 shows the amount available each year. The total grant by the Federal Government increases from \$1,855,586.72 in 1917-18 to \$7,354,901.51 in 1925-26, and annually thereafter. The appropriation for salaries of teachers, supervisors, and directors in agriculture increases from \$547,027.79 in 1917-18 to a maximum of \$3,021,987.39 in 1925-26; the appropriation for salaries of teachers in trade, home economics, and industry increases from \$564,444.89 in 1917-18 to \$3,046,148.19 in 1925-26; and the appropriation for teacher-training from \$544,114.04 in 1917-18 to \$1,086,765.93. This maximum for teacher-training was reached in the year 1920-21.

Since these appropriations, if expended, must be matched, dollar for dollar, by the States, the total amount of money brought under cooperative supervision by the Federal Board for Vocational Education and the State boards will be at least double the amount shown by the table of summary grants, assuming these grants to be accepted and expended in full.¹ It should also be borne in mind that the Federal grants and the State moneys matched against the Federal grants are available only for payments of salaries and for the maintenance of teacher-training. It is obvious that the resources actually devoted to secondary school vocational education under joint supervision and control of the Federal and State boards will greatly exceed the Federal and State grants for the purposes specified in the act, for the reason that the maintenance of secondary vocational education involves expenditures for buildings, equipment, and for many other purposes not reimbursable in any part under the act.

¹ Table 2, Appendix C, p. 67.

PART I.

GENERAL STATEMENT.

I. STATE BOARDS ARE TRUSTEES² FOR THE FEDERAL MONEY.

State boards not only are agents for the State in carrying on work in vocational education, but they are also trustees of Federal moneys. As such they are responsible³ to the Federal Government, through the Federal board, for the proper expenditure of such funds in conformity with plans submitted by the States and approved by the Federal board.

When a State accepts the provisions of the Federal act a cooperation⁴ is established between the National and State Governments under which the two boards act as agents, respectively, for the Nation and the State. It is understood that the Federal funds will be sent continuously⁵ from year to year for the support of the joint enterprises as long as the State observes the terms of the cooperative agreement. It is further understood that from time to time the terms of this agreement may be changed or modified upon mutual consent.

" * * * the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board for Vocational Education." (Sec. 9.)

"That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this act, a sum equal to such portion shall be deducted by the Federal board from the next succeeding annual allotment for such fund to such State." (Sec. 15.)

"That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this act * * *." (Sec. 16.)

"That if any portion of the moneys received by the custodian for vocational education of any State under this act, for any given purpose named in this act, shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State * * *." (Sec. 17.)

"That in order to secure the benefits of the appropriations provided for in sections 2, 3, and 4 of this act, any State shall, through the legislative authority thereof, accept the provisions of this act and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this act." (Sec. 5.)

"That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections 2, 3, and 4 of this act to be paid to the respective States for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects * * * which sums shall be expended as hereinafter provided." (Sec. 1.)

NOTE.—References in footnotes are to sections of the vocational education act.

II. SPECIFIC DESIGNATION OF CUSTODIAN BY STATE LEGISLATURE.

It will be noted that the vocational education act does not prescribe that a State treasurer shall, after the passage of the act, be appointed as custodian of vocational education funds provided in the act. It is evident that it was the intent of Congress⁶ that in every State the State treasurer be empowered and obligated to receive and disburse the Federal moneys allotted to the State. A general State statute imposing upon the State treasurer the duty of receiving and accounting for all moneys received by the State, even if passed before the enactment of the vocational education act, will, in the opinion of the board, comply with the intent of Congress in this respect. In cases, therefore, where the State treasurer has been designated by a general statute as custodian of all State funds coming into the custody of the State the Federal board has not required a special enactment.

III. RESPONSIBILITY OF THE STATE BOARD AND THE STATE TREASURER.

The interpretation given to sections 13⁷ and 14⁸ of the Federal act is that the State treasurer is responsible only for the safe-keeping of the Federal funds placed in his care. The State board for vocational education is the agent with whom and through whom the Federal board deals. The Federal board, therefore, looks to the State board for the proper observance of the provisions of the act, the policies set up by the Federal board, and the plans approved by the State board and the Federal board for carrying out the provisions of the act in the State.

The State treasurer is responsible for the safe-keeping of the funds placed in his care, and for accounting for interest earned on these funds. He is required by the terms of the act of acceptance to honor requisitions issued by the State board. Whether or not these requisitions are properly signed and duly executed is, of course, a question

⁶ "That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations." (Sec. 13.)

⁷ "That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations."

⁸ " * * * upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this act."

which he will determine before honoring them. The question whether or not any given expenditure is made for a purpose or for purposes set up in the law is one entirely between the Federal board and the State board and one over which the State treasurer has no control and with which he has no concern.

IV. NO COMPENSATION FOR STATE TREASURER.

Section 13 indicates that the State treasurer, acting as custodian of the Federal funds, is appointed by the State and is acting for the State. It is therefore reasonable to conclude that if he is to receive any compensation for acting in this capacity, that compensation should come from the State rather than from the Federal Government. Accordingly no provision is made in the Federal act for reimbursements on account of services rendered by the State custodian of Federal funds. Similarly in the case of members of the State board, since they are acting for the State, no reimbursements are provided for them on account of salaries or compensation for services as members of the board. Nor are reimbursements provided in the case of these State officers for expenditures on account of travel.

V. PRINCIPLES UPON WHICH FEDERAL MONEYS ARE DISTRIBUTED.

The Federal board believes that the following fundamental principles should govern the appropriations from the National Government to the States for vocational education. The money is designed—

(1) To stimulate⁹ the States to undertake a new and needed form of service—that for vocational education—which the National Government believes necessary to the public welfare.

(2) To equalize, in part at least, the inequalities of burden among the States in carrying on this service.

(3) To purchase for the National Government a reasonable degree of participation in the carrying on of this work in which the National Government is so deeply concerned.

(4) To establish standards of efficiency in vocational education and to set up minimums below which work in vocational education for which reimbursement from Federal moneys is desired can not be allowed to fall.

Two questions must always be met in determining whether a State is entitled to share in the distribution of Federal funds—

(1) Is the plan¹⁰ proposed by the State one which the Federal Government is able to accept under the terms of the Federal act?

⁹ "An act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure." (Title of act.)

¹⁰ "That in order to secure the benefits of the appropriation for any purpose specified in this act, the State board shall prepare plans showing the kinds of vocational education for which it is proposed that the appropriation shall be used * * * such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this act, the same shall be approved." (Sec. 8.)

(2) Is the State properly carrying out ¹¹ the plan according to the agreement?

VI. CONDITIONS UNDER WHICH FEDERAL MONEY IS GRANTED.

Grants in aid are provided for payment in part of salaries of teachers, supervisors, and directors of agricultural subjects; for payment in part of salaries of teachers of trade, home economics, or industrial subjects; and for payment toward the maintenance of the training of teachers in all these subjects. Reimbursements out of Federal money are made in accordance with the terms of a definite plan proposed by the State and approved by the Federal board. A State is entitled to receive Federal aid only when it has conformed to the act and has had its plan approved. Communities and institutions are entitled to money only as they are approved for reimbursement under the State plan as being able and ready to meet the requirements of the State board for vocational education.¹²

VII. PROCEDURE IN CERTIFYING STATES FOR FEDERAL GRANTS.¹³

Certification of any State by the board to the Secretary of the Treasury will be made for any given fiscal year only after—

1. The plan submitted by the State has been approved by the board.
2. The annual statistical and financial reports have received a preliminary audit in the offices of the board.
3. An examination of the special reports of the board's agents indicates that the work of vocational education was carried on in good faith and in accordance with the Federal act and the State plan for the fiscal year preceding that for which certification is considered, or

¹¹ "That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this act." (Sec. 14.)

¹² "That in order to secure the benefits of the appropriation for any purpose specified in this act, the State board shall prepare plans showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects, the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section 10. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this act the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education, on or before September 1 of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this act." (Sec. 8.)

¹³ "That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this act. If any allotment is withheld from any State, the State board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury." (Sec. 16.)

until additional evidence is submitted that the State will be able to carry out the plan.

The board reserves the right to notify the Secretary of the Treasury that further payments should be withheld at any time during a fiscal year if inquiry discloses that a State thus certified is not using the Federal funds in accordance with the terms of the act.¹⁴

The board also reserves the right to modify the original certificate, if at any time during the year further audits show that such modifications should be made.

While the board has the right to postpone certification of a State until January 1 in practice it will make certification as soon after July 1 as the conditions above set forth are met in order that the Federal moneys allotted to a State may be sent to it as early in the year as possible.

VIII. CONSIDERATIONS DETERMINING APPROVAL OF REIMBURSEMENT OF A SCHOOL.

In the matter of schools reimbursed out of Federal moneys, the Federal board is concerned that the following facts shall be established:

- (a) That the institution is legally qualified under the act.
- (b) That supervision and inspection by the State board for vocational education is properly maintained.
- (c) That the courses are carried on in conformity with the plan as agreed upon between the Federal and the State boards.

IX. ABSOLUTE STANDARDS.

The Federal board must administer the vocational education act in exact conformity with its terms. No discretion can be exercised in dealing with mandatory provisions. For example, the board is charged with seeing that the States provide for at least six months of directed or supervised practice in agriculture¹⁵ where such work is reimbursed out of Federal funds, and, to cite another instance, that reimbursed instruction in trades and industries for persons who have

¹⁴ "On or before the 1st day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this act." (Sec. 14.)

¹⁵ " * * * that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year." (Sec. 10.)

not entered upon employment extends over not less than 9 months per year and for not less than 30 hours per week.¹⁶ Full compliance with such provisions is mandatory upon Federal and State boards, and not a matter of discretionary policy.

X. DISCRETIONARY STANDARDS.

Under those provisions which permit free exercise of discretion the Federal board reserves the right to judge the arrangement made with each State in the light of local conditions, keeping in mind the fact that the standards in every State must be progressive and that no standard can be permitted to fall below a reasonable minimum of efficiency.

XI. PERSONS FOR WHOM VOCATIONAL EDUCATION IS INTENDED.

The Federal board desires to emphasize the fact that vocational schools and classes are fostered under the vocational education act for the purpose of giving thorough vocational instruction to individuals to the end that they may be prepared for profitable and efficient employment.¹⁷ This excludes instruction to backward, deficient, incorrigible, or otherwise subnormal individuals as such. Admission to any vocational class must be based upon the presumption that the individual admitted can and will profit from the instruction offered and that such instruction is such as can be taken with profit by healthy, normal individuals.

XII. THE COOPERATIVE AGREEMENT OR PLAN BETWEEN THE FEDERAL GOVERNMENT AND A STATE.

The cooperative agreement between the Federal Government and the State is a cooperative agreement with a State and not with all States. It is proposed by a State board for vocational education for a State and is approved by the Federal board for that State only. It would be impossible to set up a single uniform plan for the country as a whole, which would take adequate account of the differing

¹⁶ " * * * that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than 30 hours per week * * *," (Sec. 11.)

¹⁷ " * * * that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home. * * *," (Sec. 10.)

" * * * that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over 14 years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit * * *," (Sec. 11.)

social, economic, and industrial conditions in the several States. In its administrative discretion the Federal board must decide what arrangement it is willing to enter into with each State as a unit. It should be emphasized that the plan for cooperation is in every case offered by the State board and passed upon by the Federal board. Authority to disapprove State plans involving reimbursements out of Federal money rests with the Federal board, but this authority does not imply authority to dictate or initiate State plans in any particular. It implies only authority to determine conditions of reimbursement under the Federal act. Disapproval does not mean that a State may not adopt a plan, but only that it may not use Federal funds for reimbursement under the plan disapproved.

XIII. THE FEDERAL BOARD DEALS WITH STATE BOARDS ONLY.

All official dealings must be between the Federal Board for Vocational Education and the State boards for vocational education. As regards compliance with the provisions of the Federal vocational education act agents of the Federal board deal with State boards or their recognized agents only, not with individual schools and institutions. The Federal board reserves the right, of course, to inspect from time to time such schools and institutions in order to determine whether or not the State is carrying out properly the plan agreed upon. This relationship does not preclude the giving of advice to schools by the Federal board or its agents at the request of State boards or their agents.

All communications of an official character between the Federal board and the State boards and their agents must be in writing in order that there may be a proper record of all agreements and understandings.

XIV. STATE PLANS.

During the first few years after the passage of the act it was highly desirable that the States propose plans for using the Federal money for one fiscal year only. In this way they were able from year to year to improve their plans and standards so as to conform to the development of the work and to conditions in the States and communities. The work has progressed, however, to such an extent that, beginning July 1, 1922, a State may submit a plan with a request for approval by the Federal board for a five-year period. To facilitate examination and comparison the States are requested to follow a general outline which is given in Appendix D, pp. 87-98, of this bulletin. Following this outline will not require uniformity in the provisions of the several State plans, but will only insure the same sequence in the treatment of identical topics in arranging the material of any plan.

XV. RESEARCH WORK ON A NATIONAL BASIS UNDER THE DIRECTION OF THE FEDERAL BOARD.

The vocational education act provides in sections 6 and 7 a fund to cover expenses incurred in the administration of the act, and in making studies, investigations, and reports in the field of vocational education.

Within the limits of this fund research work on a national basis will be undertaken by the Federal board for the promotion of vocational education in the several fields specified in the act, and for the improvement of public-school instruction in vocational subjects. In making such studies and investigations on a national scale, the Federal board will in all matters within the State involving administration of the Federal act under the approved State plans deal with State boards only.

With regard to research, which may be undertaken independently or under cooperative arrangements,¹⁸ the act provides in section 6 as follows:

It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made, studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instructions in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits, commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

The duty to make "studies, investigations, and reports" for use in giving instruction in the several fields specified in the act requires also that the Federal board make studies for the purpose of gathering occupational, educational, and industrial facts which do not bear directly or indirectly upon the administration of the vocational education act within the States. In making these studies the agents of the board will be free to make such contacts and investigations as are necessary for gaining the facts needed. However, it will always be

¹⁸ "When the board deems it advisable such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations, and reports concerning trades and industries, for the purposes of trade and industrial education may be made in cooperation with or through the Department of Labor; such studies, investigations, and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations, and reports concerning the administration of vocational schools, courses of study, and instruction in vocational subjects, may be made in cooperation with or through the Bureau of Education." (Sec. 6.)

the policy of the board not to undertake any line of research within the State to which objection is raised by the State board for vocational education.

From time to time the board will in the future, as it has done in the past, issue bulletins, circulars, and announcements presenting the results of research carried on by members of its staff independently and by other agencies cooperating with the board. It will also welcome suggestions as to studies and investigations which may be undertaken for the advancement of the best interests of all the States collectively in any form of vocational education financially aided under the vocational education act.

XVI. SUPERVISION OF THE WORK WITHIN THE STATES.

Trained teachers and trained supervisors are absolutely indispensable in promoting effective vocational education. The board therefore urges State boards to provide for supervision and inspection and to make such supervision as extensive as possible. Only in this way can schools get the help they should have. Furthermore, in this way only can the State board be certain that schools are complying with the terms of the plan proposed by the State board and approved by the Federal board. If the schools in a State do not live up to the terms of that agreement, funds may be withheld.

Since the improvement of teachers in service is such an important part of supervision, the board has ruled that teacher-training funds may be used for the maintenance of teacher training and supervision on the following conditions:

That a plan of supervision be set up by the State board and approved by the Federal board.

That the qualifications of supervisors be set up by the State board and approved by the Federal board.

That all supervisors employed in connection with supervision for the maintenance of which Federal funds are used shall meet the qualifications set up by the State board and approved by the Federal board, and that such supervisors shall be employed by and be responsible to the State board for vocational education.

That not more than 25 per cent of the maximum amount which may be used for teacher training in any one of the three lines—trades and industries, home economics, and agriculture—may be used for the maintenance of supervision in that line.

The maximum amount of the teacher-training fund which may be used in any fiscal year in any one of the three lines is 60 per cent of the total amount allotted to the State for that year for teacher training. Twenty-five per cent of this maximum in any one of the three lines is 15 per cent of the total teacher-training fund.

For example, suppose the total amount of Federal moneys for teacher training in all lines allotted to a State for a given fiscal year is \$10,000. Since 60 per cent of this, or \$6,000, could, under the act, be used for teacher training in agriculture, or in trades and industries, or in home economics, it is possible under the above paragraph to use 25 per cent of this \$6,000 (60 per cent of the total), or \$1,500, for the supervision of instruction throughout the State in agriculture, \$1,500 for the supervision of instruction in trades and industries, and \$1,500 for the supervision of instruction in home economics.

This would give a possible total of \$4,500 for the supervision of teachers in service, leaving \$5,500 for the preparation of teachers for service.

Since the moneys from the teacher-training fund used for the supervision of the training of teachers in service can be used for the same purposes in such supervision as the moneys used for other forms of teacher training, it follows that the teacher-training money used for such supervision may be expended for these purposes: Salaries of supervisors, clerical service, travel, communication, printing, light and heat, rent, janitor service, and supplies.

XVII. STANDARDS FOR EQUIPMENT AND MAINTENANCE.

It is not yet possible to establish in most of the States absolute, or quantitative, standards with regard to minimum plant and equipment and with regard to the minimum amount to be expended for maintenance.¹⁹ While the right to establish such standards rests with State boards, the standards themselves must have the approval of the Federal board. For the present the Federal board will hold State boards responsible only for determining that the plant and equipment in the case of any school or class are, according to standards set up in approved State plans, adequate to carry out the purposes for which the school is established, and that the amount expended for maintenance is sufficient to insure practical realization of standards of work prescribed in State plans and to secure teachers qualified, as required by State plans, to do that work.

XVIII. UTILIZATION OF PRIVATELY OWNED EQUIPMENT.

The general limitation contained in the statute in regard to plant and equipment is contained in section 17.²⁰ This section declares

¹⁹ " * * * That the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State * * *." (Sec. 10.) Section 11 contains an identical provision.

²⁰ " * * * No portion of any moneys appropriated under this act for the benefit of the States shall be applied directly or indirectly to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college."

that no portion of any moneys appropriated under the act for the benefit of States shall be applied directly or indirectly to the purchase, erection, preservation, or repair of any building or buildings, or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college. If therefore the entire cost incident to utilizing the laboratories, etc., of the institutions referred to is borne by the State, and consequently no portion of any Federal funds will be used either directly or indirectly in connection therewith, there will be no objection to State boards using plants and equipment of the character indicated.

XIX. INTEREST ON FEDERAL FUNDS DEPOSITED WITH STATE TREASURERS.

The Comptroller of the Treasury has rendered a decision,²¹ in effect, that the funds deposited with the State treasurers under the provisions of the vocational education act are United States funds. The title to the funds remains in the United States until disbursements are made in accordance with the requirements of the act. Any interest earned on the funds belongs, therefore, to the United States and should be covered into the Treasury as miscellaneous receipts.

It is the duty of the Federal board and the various State boards to check up the interest received on the funds allotted to the State through the State treasurer as custodian. The Federal board therefore requires that the State board submit, on or before September 1, as a part of its annual report to the Federal board, an affidavit from the custodian concerning the amount of funds received by him during the current fiscal year, and also the amount of interest, if any, earned on these funds.

XX. STATE BOARD MUST SHOW EXPENDITURES.²²

Since the legitimate expenditure of all moneys apportioned to the States under the vocational education act is conditioned upon the expenditure of a dollar of State or local money, or both, for each dollar of Federal money expended, it will be necessary for the State

²¹ "The language of section 13 and of other sections of the act indicates that the sums allotted to the various States are not absolute gifts, but are gifts conditioned on the disbursement of the sums in accordance with the provisions of the act and the regulations of the Federal Board for Vocational Education. The State official to whom payments are to be made is uniformly designated as custodian. The gifts to the States are conditioned; therefore title to the funds remains in the United States until disbursements are made in accordance with the requirements of the act.

"Since title is still in the United States during the period in which the State treasurer has custody of the funds, it follows that any interest earned on the funds belongs to the United States and should be covered into the Treasury as miscellaneous receipts." (34 Comp. Dec., p. 404.)

²² " * * * The State board shall make an annual report to the Federal Board for Vocational Education, on or before September 1 of each year, on the work done in the States and the receipts and expenditures of money under the provisions of this act."

board to make an accounting not only of the Federal moneys but of all State or local moneys used to meet this provision of the act. This does not mean that the individual dollar of State or local moneys is to be accounted for, but that an accounting will be necessary of all moneys for which reimbursement is made in part from Federal funds.

XXI. USE OF FEDERAL FUNDS ALLOTTED TO THE STATES FOR THE MAINTENANCE OF TEACHER TRAINING FOR TRAVEL WITHOUT THE STATE.²³

Under a ruling of the Federal board (p. 13, XVI), Federal funds allotted for the maintenance of teacher training may be used for the maintenance of teacher training and supervision under the following conditions:

1. That a plan of supervision be set up by the State board and approved by the Federal board.
2. That the qualifications of supervisors be set up by the State board and approved by the Federal board.
3. That all supervisors employed in connection with supervision for the maintenance of which Federal funds are used shall meet the qualifications set up by the State board and approved by the Federal board, and that such supervisors shall be employed by and be responsible to the State board for vocational education.

Subject to the above ruling the only persons who are entitled to use Federal funds for travel are supervisors who are actually in the employ of the State board for vocational education, and teacher trainers employed by the State board or by a designated teacher-training institution, and in the case of supervisors only such persons as meet the qualifications set up in the State plan and approved by the Federal Board for Vocational Education. *No funds may be used for the salaries or travel of other administrative officials.* This ruling does not affect in any way the ruling stated in question 31, page 35.

It has always been the policy of the Federal board to look to State boards for vocational education for safeguarding the use of Federal funds within a State. In this connection the State board is responsible for seeing that Federal funds are used to promote the work of the board in the field of teacher training and supervision as provided for in the State plan. When on the business of the State board for vocational education Federal funds may be used by both teacher trainers and supervisors for salaries and for travel in accordance with the provisions of the State plan.

With the exception of one year the previous policy of the Federal board has limited travel without the State to conferences called by the Federal board. *In the future the Federal board will approve the*

²³ Approved Sept. 5, 1923.

use of Federal funds, available for the maintenance of teacher training and supervision, for travel without the State where it can be shown that the same necessity for such travel exists and under the same conditions and limitations as apply to travel within the State; provided, that in each instance a special travel authorization is issued by the State board through its executive officer and a copy of this authorization is attached to the file copy of the requisition from Federal funds. This authorization will be taken as presumptive evidence that the occasion for the travel was on the business of the State board for vocational education and necessary to promote more effective teacher training or supervision; and provided further, that no Federal funds will be used for such travel except where the policy of the State permits State moneys to be used in a similar manner.

XXII. MATCHING OF FEDERAL FUNDS ALLOTTED FOR TEACHER TRAINING.²⁴

The Federal board in its administration of the various provisions of the Federal vocational education act has always interpreted the intent of the Congress as meaning that the Federal dollar should go hand in hand with a State or local dollar or both *for the same specific purpose*.²⁵

With this thought in mind the financial and statistical report forms provided for State reporting were developed. In Section IV of the Annual Financial Report nine separate items have been set up as *specific purposes* for which Federal money available for teacher training and supervision may be used. The policy has been followed consistently of making it clear to the States that the expenditures of Federal funds for each of these *nine purposes* should be matched by State or local funds in at least equal amounts, and in all cases it has been required that the total in column 8 under each line, such as (1) *Agriculture*, (2) *Trade and industry*, and (3) *Home economics*, must in all cases equal or exceed the corresponding totals in column 9.

Owing to the fact that the first three allotments of Federal money are sent to the States at the end of the quarter and to the policy of the Federal board which permits State boards to make direct payments to supervisors and teacher trainers employed on its staff, some States have found it necessary to make payments for the maintenance of the above teacher training and supervision exclusively from State funds during the first quarter and then from Federal funds during the second quarter. In many cases the payments required for certain purposes among the nine items listed on the report vary considerably during the different quarters, consequently it has been diffi-

²⁴ Approved Sept. 5, 1923.

²⁵ See Sec. 9, Vocational Education Act, page 57.

cult to make the horizontal totals for each item in columns 8 and 9 match exactly. It has been recognized that this was an unavoidable difficulty. However, this does not alter the principle that the State should endeavor, so far as possible, to equalize these expenditures and match the Federal dollar with a dollar of State or local money for each of the nine purposes.

In keeping with the broad general policy of the Federal board, as stated in section X, page 10, it will, therefore, accept special explanations where a State has found it impracticable to match the above items in detail. It is still the belief of the board, however, that State boards should endeavor at all times to equalize these amounts as far as possible.

In order to simplify the audit of State reports and reduce the correspondence to a minimum, States should append to Section IV of the Annual Financial Report a statement showing why it was impossible to match the Federal dollar for each of the nine items as shown in totals given in columns 8 and 9.

XXIII. QUALIFICATIONS OF TEACHER TRAINERS.²⁶

In view of the great importance of trained teachers and trained supervisors in promoting effective vocational education, the Federal Board for Vocational Education has made studies, extending over the past four years, of the problems which have arisen within the States in connection with the training of teachers in the fields of agricultural, trade, home economics, and industrial education. The results of these studies have made it seem advisable for the Federal board, in discharging the responsibilities placed upon it by the vocational education act, to consider more effective ways and means for improving the program. In accordance, therefore, with its uniform policy of interpreting the vocational education act in harmony with its language and spirit so as to enable the States to plan their work on the most efficient basis possible the Federal board has adopted the following rulings:

Qualifications of teacher trainers.—Because of its realization of the fact that an adequate supply of efficient teachers of vocational subjects can be developed only by thoroughly competent teacher trainers, whose practical experience, training, and general education have specially qualified them for this highly important work, the Federal board has ruled—

That after June 30, 1926, no Federal teacher-training funds may be used in reimbursement for the salaries of persons who conduct those courses for the training of teachers of vocational subjects which are provided for in paragraphs Nos. 1 to 4, inclusive, page

²⁶ Approved Dec. 17, 1925.

34, unless such persons possess the minimum qualifications which shall be set up by the State boards for vocational education and approved by the Federal board.

These minimum qualifications shall cover—

- (a) Practical working experience.
- (b) Technical education.
- (c) General education.
- (d) Professional education.
- (e) Teaching experience in approved vocational schools.
- (f) Supervisory or administrative experience.

This policy of the Federal board shall not be construed as being retroactive in effect, but shall apply to all new appointments or assignments made after June 30, 1926.

XXIV. USE OF FEDERAL TEACHER-TRAINING FUNDS FOR THE SALARIES OF QUALIFIED LOCAL SUPERVISORS OF AGRICULTURAL, TRADE, HOME ECONOMICS, AND INDUSTRIAL EDUCATION.²⁷

The improvement of teachers in service is the most important immediate problem in the field of teacher training. This is particularly true in the case of part-time and evening school teachers. The difficulty under present teacher-training plans to render this service in an efficient manner has caused the Federal board to extend the use of teacher-training funds to provide for this important phase of teacher training more directly than heretofore. Since local supervisors of vocational subjects should be directly responsible for the success of the local program for vocational education and the efficiency of the teachers under their supervision, they are the logical persons to carry on informal specialized professional improvement work with their own teachers. Therefore, the Federal board has ruled that—

Beginning July 1, 1926, Federal teacher-training funds may also be used in the reimbursement of salaries only (except as provided for local supervisors of agriculture) of qualified local supervisors of agricultural, trade, home economics, and industrial subjects, under the following conditions:

1. That a general plan for local supervision be set up by the State board and approved by the Federal board.
2. That minimum qualifications for local supervisors²⁸ for whose salaries Federal funds are to be used in part be set up by the State board and approved by the Federal board as part of the State plan.
3. That the State board assume the responsibility of approving or disapproving each year the character and efficiency of the work done by the local supervisors for whose salaries Federal funds are to be used.

²⁷ Approved Dec. 17, 1925.

²⁸ In the field of agricultural education the term "local inspector" is interpreted to include not only a county supervisor but also one employed by the State board whose duties as set up in the State plan are to render specific aid toward the improvement of teachers in service.

4. That reimbursement from teacher-training funds for the salaries of local supervisors of vocational education be determined on the basis of the proportion of time which the local supervisor devotes to supervision for the professional improvement of teachers of vocational classes reimbursable under the provisions of the State plan.

NOTE.—Federal teacher-training funds may not be used as reimbursement for any portion of the local supervisor's working time which is devoted to routine field or office work of an administrative nature, or to the supervision or professional improvement of teachers of industrial arts, household arts, general agriculture, manual training, domestic science, prevocational work in junior high schools, vocational guidance, boys' and girls' club work, or other activities of a nonvocational nature.

PART II.

QUESTIONS INVOLVING POLICY ANSWERED.

During the administration of the vocational education act many questions have been raised involving policies. These questions, with answers, giving statements of policy pertinent to the specific inquiries, are here arranged under five heads:

- (1) Questions of a general nature.
- (2) Questions relating to agricultural education.
- (3) Questions relating to industrial education.
- (4) Questions relating to home-economics education.
- (5) Questions relating to commercial education.

The Federal board reserves the right to modify these policies from time to time in the light of further experience.

SECTION I.

QUESTIONS OF A GENERAL NATURE.

Question 1. What is the policy of the Federal board regarding the financial statements of State boards in States operating on a fiscal year other than that beginning July 1 and ending June 30?

Answer. The Federal board recognizes the difficulties involved. It will be necessary, however, for every feature of the administration of the vocational education act, whether between the Federal board and the State board or the State board and the local boards, to be transacted on the basis of the Federal Government's fiscal year, i. e., beginning July 1 and ending June 30.¹ This applies to all such matters as allotments, reimbursements, approval of work, reports, school statistics, and financial statements.

Question 2. What is the nature of annual reports required of State boards under section 8?

(A) Answer as to financial report showing use of money:

1. The Federal board sends to each State annually a blank schedule for the financial report to be made by the State board at the close of the fiscal year.

¹"The State board shall make an annual report to the Federal Board for Vocational Education, on or before September 1 of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this act." (Sec. 8.)

2. This schedule when filled, sets forth the financial accounting required to enable the Federal board to discharge its responsibility in approving reimbursements under the vocational education act.

3. Data are reported separately on the schedule for each type of school—agricultural, home economics, trade and industrial, and teacher-training.

4. The schedule is designed to show the source of money used to match the Federal dollar, to whom reimbursements have been paid, and for what purpose.

5. The schedule provides for the making of a sworn statement.

6. Expenditures out of Federal, State, and local moneys are shown separately.

7. The Federal board may also supply the States with suggestive forms for reports which it believes will be helpful to State boards in securing from schools and institutions receiving Federal moneys, material essential to the report required by the Federal board. The State boards will use these forms or not, in their discretion. To the extent that such forms are proposed they will be proposed in the interests of the States, to secure a degree of uniformity in reporting on a national basis.

(B) Answer as to statistical report giving data concerning work of schools:

1. A separate statistical report is required, on a schedule provided by the Federal board, showing data by type of school.

2. This report is in the nature of a summary for the State regarding schools which receive Federal moneys.

3. In case the Federal board approves the use of Federal moneys to pay in part the cost of supervising agricultural schools of the grade of those benefitted by the act, but not using Federal moneys, a separate report on the supervision of such schools is required.

4. The following data are reported by type of school in the statistical report for the approved schools:

- (a) Name and location of school.
- (b) Number of weeks or hours each school was in session.
- (c) Subjects taught.
- (d) Length of course.
- (e) Enrollment.
- (f) Number of teachers.
- (g) Amount of reimbursement.

(C) Answer as to descriptive report of progress for the year:

The board requires that each State board shall file with its other annual reports a descriptive account of the progress of vocational education within the State. Much latitude is given to the States as to the form and content of this account. Its purposes are to inform the

Federal board about matters which do not appear in the statistical or financial reports and to give information of value to the Federal board in making up the descriptive part of its annual report to Congress.

Question 3. Does the Federal board have the right to require reports from the States, the report to be used in each case as a basis for final approval of reimbursements involving expenditure of Federal money?

Answer. As sections 14,² 15,³ 16,⁴ and 17⁵ of the act place upon the Federal board the duty of reviewing carefully the disbursements by the State boards of the moneys received by them, these sections impliedly authorize the Federal board to require such reports as it may deem necessary to enable it to discharge this duty. The board accordingly requires annually such financial reports from the State boards as the provisions of the act by implication prescribe.

Question 4. May the Federal board require of State boards from time to time special reports relating to vocational education in the States?

Answer. Whenever in the judgment of the Federal board a special inquiry addressed to State boards is required to establish the fact that in any given respect the program for the promotion of vocational education under the cooperative States relationship service set up in the vocational education act is being realized, authority to institute such an inquiry, either periodically or as occasion may make expedient, is implied in the act. Data required in such special inquiries will generally be supplementary to data reported regularly in the annual financial, statistical, and descriptive reports, and will cover such detail as may advantageously be reported only occasionally, or at less frequent intervals than those of the annual reports. Here, again, as in the case of the annual reports, the best interests of the States themselves for the promotion of vocational education will be primarily the determining considerations in formulating any special inquiry. Approval of reimbursements will be determined by refer-

² "That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this act * * *." (Sec. 14.)

³ "That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this act, a sum equal to such portion shall be deducted by the Federal board from the next succeeding annual allotment from such fund to such State * * *." (Sec. 15.)

⁴ "That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this act * * *." (Sec. 16.)

⁵ "That if any portion of the moneys received by the custodian for vocational education of any State under this act for any given purpose named in this act shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State. * * * (Sec. 17.)

ence to the annual reports. Special reports from State boards may, for example, be requested on the certification of teachers showing—

1. Kinds of certificates.
2. Number issued.
3. Training and experience required for each certificate.
4. Licensing power of certificates.
5. Nature and scope of qualifying examination.

Question 5. How does the Federal board discharge its responsibility of ascertaining annually whether the States have used the national money in accordance with the terms of the act?⁶

Answer. In these ways—

(a) By a study of the annual financial, statistical, and descriptive reports of the State board. (*See Question 2.*)

(b) From special reports of its agents concerning work inspected by them in the States.

(c) By examining the published reports and catalogues of schools and classes receiving Federal money.

(d) By securing copies of all rules and regulations, as well as of all decisions promulgated by the State board establishing precedents in the use of Federal funds.

Question 6. How does the board propose to ascertain annually, as required by the act⁷ whether the States are prepared to comply with the requirements of the act as to reimbursements paid out of Federal money from any given fund?

Answer. In these ways—

(a) Through the information referred to in the answer to the preceding question;

(b) By weighing the State plan proposed for the ensuing year in the light of the plan approved for and the work done during the year just passed; and

(c) By (1) the character and success of any previous effort to use Federal money in connection with surveys, conferences, or inspections; (2) investigations and reports of Federal agents; (3) bulletins, cooperative activities, and efforts for promotion by State supervisors or other State or local agencies, public or private; and (4) by all other activities and efforts which indicate what has been done in the State and with what success.

Question 7. Will the temporary failure of a State to qualify fully at some time during the year deprive it of the use of funds for the period elapsing from the 1st day of July of that year to the date of its qualification?

⁶ "That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this act." (Sec. 14.)

⁷ Sec. 14, *supra*, p. 19.

Answer. No; certification by the board is the determining factor as to when payments to the State shall begin. Therefore, when a State has been certified, it is entitled to its full allotment, payable quarterly, irrespective of the date of its qualification. By approval of the State plan the law requires that certification shall be made on or before January 1 of the current year.⁸ If certification is made after October 1, the first quarterly payment—i. e., that for the quarter ending September 30—is immediately payable.

Question 8. What is the policy of the board with regard to mixed classes, some of the pupils of which are under 14, but are competent to do work designed for those who are 14?

Answer. Pupils under 14 can not be admitted, unless it can be clearly shown that they are fully able from the point of view of physical fitness and mental attainments to carry on the work designed for pupils over 14.⁹

Question 9. What is the policy of the board concerning payment to a teacher who conducts some classes composed of pupils under 14 and some classes composed of pupils 14 years of age and over?

Answer. No class composed of pupils under 14 years of age is entitled to Federal moneys, and except as stated under question 8 no pupil under 14 should be admitted to a class receiving aid under the vocational education act.

Question 10. May salaries of teachers be prorated?

Answer. Wherever possible teachers paid in part from Federal moneys should give their entire time to approved vocational classes, and the prorating of the time and salary of a teacher as between vocational and nonvocational subject should be discouraged. In small rural schools, however, prorating will probably always be necessary.

Prorating as between vocational and nonvocational classes of the vocational school must be safeguarded carefully.

Prorating should be based on the whole school day rather than on the number of hours given to each of the two different kinds of work. For example, if in a school with a day of eight periods in length a teacher teaches vocational subjects three periods and non-vocational subjects four periods, the part of the teacher's time given

⁸ " * * * On or before the 1st day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this act * * * ." (Sec. 14.)

⁹ " * * * That such education shall be of less than college grade and designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or the farm home * * * ." (Sec. 10.) Section 11 contains a similar provision.

to vocational work would be considered as three-eighths rather than as three-sevenths.

*Question 11. How far does the Federal board, in safeguarding the use of Federal moneys, trace the source of the dollar used to match the Federal dollar, in order to avoid illegal matching with money from any other source than the public funds of the State or local community?*¹⁰

Answer. The act absolutely requires the State or local community, or both, to meet the use of a Federal dollar with the expenditure of another dollar under public control for the same purpose. Both the Federal board and the State board must be assured that this requirement is violated neither in letter nor in spirit. This safeguard was placed in the act to prevent the use of Federal moneys, directly or indirectly, for instruction maintained, directly or indirectly, by private funds. A main purpose of the act is to stimulate the State and local communities to support vocational education in a larger degree by public taxation.

The State board must require all local boards, when making fiscal reports and claiming reimbursements from Federal funds, to make clear statements regarding the character of funds used. The Federal board makes a similar requirement of each State board.

Public control means control in the hands of an officer or board selected by the people or appointed by another officer or board so selected.¹¹

Question 12. Does the vocational education act require that when one-half of the salary of a supervisor or teacher, for example, is paid out of Federal moneys it must be matched by a similar amount paid toward the salary of the same individual teacher; or may the Federal money go to pay one-half the salaries of a group of teachers engaged in approved and standardized work, thus, losing sight of the individual?

Answer. The statute requires that the State or local community shall, in every case, match the Federal money by an equal amount for the same purpose. Nothing in the act requires that an individual teacher shall be paid partly by Federal and partly by State money.

¹⁰ "The moneys expended under the provisions of this act in cooperation with the States for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of Federal money so expended for maintenance, the State or local community, or both, shall expend an equal amount for the maintenance of such training." (Sec. 9.)

¹¹ " * * * That in order to receive the benefits of such appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control * * * ." (Sec. 10.) Sections 11 and 12 contain similar provisions.

Since the Federal money is to be used to reimburse schools for salaries already paid, the individual teacher will receive only State or local money or both, while the Federal moneys will be paid to the schools for reimbursement of so much of the moneys paid to the teachers as the act provides may be paid from Federal funds.

The Federal vocational education act does, however, set up definitely various types of vocational activities for which reimbursement can be made and the Federal board interprets it to be the intent of the act that there should be a State or local or joint State and local expenditure equal to at least twice the amount of the aggregate reimbursement out of Federal money for each of these activities considered separately. These distinct activities are as follows:

1. Teaching or supervision of agricultural subjects.¹²
2. Teaching of trade or industrial subjects ¹³ in all-day schools.¹⁴
3. Teaching of trade or industrial subjects ¹³ in evening schools.¹⁵
4. Teaching of trade and industrial subjects in part-time schools, including teaching of general continuation subjects in part-time schools.¹⁶
5. Teaching of home-economics subjects ¹³ in all-day schools.¹⁴
6. Teaching of home-economics subjects ¹³ in evening schools.¹⁵
7. Teaching of home-economics subjects ¹³ in part-time schools.¹⁶
8. Preparation of agricultural teachers, directors, or supervisors.¹⁷
9. Preparation of trade or industrial teachers.¹⁷
10. Preparation of home-economics teachers.¹⁷

¹² "That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States * * *." (Sec. 2.)

¹³ "That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects, there is hereby appropriated for the use of the States * * *. That not more than twenty per centum of the money appropriated under this act for the payment of salaries of teachers of trade, home economics, and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects." (Sec. 3.)

¹⁴ " * * * that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; * * *." (Sec. 11.)

¹⁵ " * * * that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; * * *." (Sec. 11.)

¹⁶ " * * * that at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment * * *." (Sec. 11.)

¹⁷ "That for the purpose of cooperating with the States in preparing teachers, supervisors, and directors of agricultural subjects and teachers of trade and industrial and home economics subjects there is hereby appropriated * * *." (Sec. 4.)

" * * * that not more than sixty per centum nor less than twenty per centum of the money appropriated under this act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home-economics subjects." (Sec. 12.)

Question 13. May an institution be reimbursed out of Federal moneys for teacher training and also on account of salaries of teachers of vocational subjects; i. e., may an institution train teachers and, at the same time, operate a secondary school or class and be reimbursed on both accounts?

Answer. Yes; subject to the following:

(a) All instruction for teacher-training classes must be separated from classes of secondary grade using Federal funds, and a separate accounting must be required for each. The classes, courses of study, and organization must be distinct.

(b) No school on account of any one class may be reimbursed from both the teacher-training fund and a fund providing for the salaries of teachers.

(c) Where the dominant purpose of a class is in doubt the authorities of the school must define it as either teacher training or vocational teaching, and reimbursement must be made accordingly.

Question 14. May a teacher-training institution be reimbursed out of Federal money on account of a vocational class maintained for the purpose of training nonvocational teachers?

Answer. No; reimbursement may not be made on account of a vocational class maintained to train nonvocational teachers out of any fund set up under the vocational education act. Reimbursement may not be made out of the teacher-training fund, since this fund is provided for the training of persons to undertake vocational teaching; and it may not be made out of any fund provided for the salaries of vocational teachers, since (1) the purpose of the class is to train teachers and since (2) the teachers of the class are not vocational teachers. Reimbursements out of Federal money may not, for example, be approved in case of a class maintained to fit for vocational employment where the real purpose of the institution in conducting the class is to prepare teachers for nonvocational schools.

Question 15. What is meant by the expression "not less than 20 per cent shall be expended for any one of the following purposes," as contained in section 12 of the statute.¹⁸

Answer. The appropriation for the preparation of teachers is to be used for the training of teachers in the subjects of agriculture, trades and industries, and home economics. In order that some of the appropriation may be expended for the fitting of teachers in all three subjects, the restriction is made that not more than 60 per cent nor less than 20 per cent shall be applied to the training of any one

¹⁸ " * * * That not more than sixty per centum nor less than twenty per centum of the money appropriated under the act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home-economics subjects." (Sec. 12.)

of the three classes of teachers. It is believed by the board that this means that an agricultural State, for example, may spend 60 per cent of the money for the training of teachers of agriculture, 20 per cent for trade and industry teachers, and 20 per cent for home-economics teachers.

Question 16. How may the control of the State board over a supervisor lent by an institution be safeguarded? Does the Federal board favor such an arrangement?

Answer. While the board is strongly of the opinion that State supervisors should be not only controlled but also paid directly by State boards, it recognizes that at times arrangements may be necessary under which supervisors are not paid by the State board. Such an arrangement can not be commended as a matter of permanent policy. If resorted to temporarily, it should be discontinued as soon as the State board can provide adequate funds for the State supervision of vocational training, reimbursable under the State plan and the Federal act.

Whether or not Federal moneys are used for the payment in part of such supervision, the State board should preserve its autonomy as a trustee for Federal moneys. It may not even temporarily surrender or delegate the control and supervision of the use of this money to any other agency.

When such a temporary arrangement is made it is advisable:

(a) That a formal transfer of the supervisor or director be made in writing from the institution, board, or department employing him to the State board. This should be done whether all or only a part of his time is so transferred.

(b) That while engaged in work for the State board he be under the sole direction of the board or its executive officer and report only to them.

(c) That wherever possible his traveling expenses be paid by the State board. If impossible, the institution, board, or department employing him should grant him a certain amount for travel, so that his movements may be directed entirely by the State board.

(d) That where his salary is paid in part by the State board and in part by an institution, board, or department there be a definitely agreed upon division of time, of duties, and of expenses.

Question 17. May State boards delegate to any other agencies the expenditure or supervision of Federal money under the vocational education act?

Answer. The established principle in law with regard to delegation of duties applies in this case. Briefly stated, this principle is that in cases in which the proper execution of the office requires the exercise of judgment and discretion by a board the presumption is that the board was chosen because it was deemed fit and competent

to exercise that judgment and discretion, and unless power to delegate its authority has been given it can not delegate its duties to another. The vocational education act provides that State boards must be vested with all necessary power to cooperate with the Federal Board for Vocational Education in the administration of the provisions of the vocational education act.¹⁹ They must accordingly prepare and submit the plans required by the statute;²⁰ make an annual report on the work done in the States represented by them;²¹ approve schools in which appropriations are to be expended;²² supervise the training of teachers,²³ etc. As the proper performance of all these duties involves the exercise of judgment and discretion, they must be performed by State boards and may not be delegated to other agencies.

Question 18. Is the Federal board empowered to reject a State plan because the Federal money, following a State custom as to requirements for State moneys, is given broadcast so that every community gets a little?

Answer. The Federal board is empowered to reject any plan not in conformity with the provisions and purposes of the act.²⁴ If the

¹⁹ "That in order to secure the benefits of the appropriations provided for in sections 2, 3, and 4 of this act, any State shall, through the legislative authority thereof, accept the provisions of this act, and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this act." (Sec. 5.)

²⁰ "That in order to secure the benefits of the appropriation for any purpose specified in this act, the State board shall prepare plans, showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects, the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education as provided for in section 10 * * *." (Sec. 8.)

²¹ " * * * The State board shall make an annual report to the Federal Board for Vocational Education, on or before September 1 of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this act." (Sec. 8.)

²² " * * * The money so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this act." (Sec. 14.)

²³ "That in order for any State to receive the benefits of the appropriation in this act for the training of teachers, supervisors, or directors of agricultural subjects, or of teachers of trade, industrial or home economics subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board." (Sec. 12.)

²⁴ " * * * That in order to secure the benefits of the appropriation for any purpose specified in this act, the State board shall prepare plans showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects, the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section 10. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this act, the same shall be approved * * *." (Sec. 8.)

plans submitted, therefore, show that it is intended to distribute the funds so widely that promotion of vocational education will not result, such plans will be disapproved.

Question 19. What is the attitude of the board toward the use of Federal funds for work already established in the State rather than for new undertakings?

Answer. It is not the intent of the act that Federal funds be used in place of State funds already provided to aid the work of local communities. On the contrary, the intent is to aid a State, at its present point of development in vocational education, in promoting and establishing new work.

No use of the Federal moneys should be made which will result in a diminution of the amount of State and local funds already devoted, in a State, to vocational education. Rather should the allotment of Federal funds stimulate the State and local communities to provide more generously for the same purposes out of public funds.

Question 20. Is the board prepared to accept different standards for colored and for white schools?

Answer. Where separate schools and classes are maintained for colored youth, the Federal board can not exercise discretionary powers beyond the point of requiring that all schools reimbursed shall be such as may legally be reimbursed under the Federal act. The case is similar to that of standards varying from State to State because of wide variations in social, industrial, and economic conditions. The Federal board will not impose uniform standards from State to State nor within a State upon schools provided under a State plan for different racial or social groups. Schools reimbursed should be such as will best provide for the needs of the groups for which they are conducted, and in the disbursement of Federal money there should be no discrimination in favor of or against any group.

Question 21. For the maintenance of what part-time classes may Federal money from the trade, home economics, and industrial education fund be used?

Answer. For the purpose of encouraging the rapid development of part-time education and increasing the number, variety, and enrollment of part-time classes the Federal board has ruled as follows concerning section 11 of the Federal act. These rulings became effective July 1, 1918. The part of section 11 to which the rulings relate reads:

That at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over 14 years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or voca-

tional intelligence of such workers over 14 and less than 18 years of age; that such part-time schools or classes shall provide for not less than 144 hours of classroom instruction per year.

Stimulated by a desire to meet the needs of a large group of workers who are entering upon employment without adequate preparation, as well as of those already at work, the Federal board passed the following resolution interpreting the phrase "who have entered employment":

Where persons definitely scheduled for employment in a trade or industrial occupation, by a written agreement with the employer, are given before being employed instruction in a class fitting them for advantageous entrance to such trade or industrial occupation, such class may be considered as a part-time class and Federal moneys may be used for its support, under the provisions of section 11 of the vocational education act. Such classes may also be open to those already employed, who may receive better preparation in the occupation they are already following, or promotional training for a new occupation.

NOTE.—1. Such part-time classes may be carried on at the school, in the shop, in classrooms adjoining the shop, in a building near the shop, or elsewhere.

2. The instruction may be either manipulative in processes, or related to processes, or both.

3. Reimbursement may be made from Federal funds for one-half the salary of the instructor employed in this work, including the coordinator.

4. The course may be given once, twice, or more times each year, or may be operated continuously.

5. The scheme of training adopted must establish the presumption at the outset that it will give advantageous preparation for or advancement in the occupation in which each pupil is to be employed.

The following resolutions were adopted by the board from a broad point of view concerning the meaning which could be legitimately given to the phrase "and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over 14 and less than 18 years of age":

1. Federal moneys may be used in part-time schools and classes for the salaries of instructors in trade, home economics, industrial, commercial, and general education subjects, as provided hereunder.

2. Such part-time classes must be classes which divide the working-day or school time between instruction and practical work in shop, factory, home, office, etc.

NOTE.—"To divide" means here not to separate the working-day and school time into two equal parts, but to apportion or distribute the total working-day so that a portion of it is given to school instruction; or to apportion or distribute the total school time so that a portion of it is given to employment in shop, factory, home, office, etc.

3. The subjects taught must be such as are designed to "increase the civic or vocational intelligence of the pupil."

4. Federal moneys may be used for reimbursement for part of the salary of an instructor only in cases where it is shown that the cost of such an instructor represents an addition to the expenditures of the school system incurred because

of the operation of such part-time classes over and above expenditures for regular classes.

5. Where such part-time pupils are taught in a regular day class already established so that the class does not represent an additional cost to the school system Federal moneys may not be used for the salary of the instructor of such a class.

6. Part-time schools or classes may be operated for persons over 14 years of age, without upper age limit, provided that the instruction given is designed for and suitable to enlarge the civic or vocational intelligence of workers over 14 and less than 18 years of age.

7. In the plans from the States two general groups of teachers shall be recognized and qualifications set up for under part-time schools or classes.

(a) Teachers of subjects designed to enlarge the civic intelligence.

(b) Teachers of subjects designed to enlarge the vocational intelligence.

In case of teachers in group (b) qualifications shall be set up for each separate line of vocations, namely, trade and industrial, commercial, and home economics, or other vocational lines in which instruction is to be given.

All classes must be organized according to the following provisions:

First. That the class is under public supervision and control;

Second. That the controlling purpose is to fit for useful employment;

Third. That all instruction is of less than college grade;

Fourth. That the instruction shall be for persons over 14 years of age;

Fifth. That every dollar of Federal funds expended for salaries of teachers is matched by a dollar of State or local money, or both;

Sixth. That the class provides for not less than 144 hours of instruction each year; and

Seventh. That all the other requirements of section 11 of the Federal vocational education act must be observed.

Question 22. Will the board approve of the use of Federal moneys for instruction in schools and classes designed for the benefit of delinquent, dependent, incorrigible, defective, or otherwise subnormal youths or adults?

Answer. No; for the reason that the dominant purpose of the vocational education act is plainly to promote the national welfare by aiding normal citizens to increase their own and the general well-being through various forms of vocational education.²⁵

*Question 23. What is the policy of the board toward the provision in section 9 for "well-rounded courses of study?"*²⁶

Answer. The act requires a specified time to be devoted in day schools to practical work. In addition, time sufficient for proper teaching must be given to instruction in related or technical subjects which are also vocational. The remaining time should be given to

²⁵ See secs. 10 and 11, pp. 57-58.

²⁶ " * * * The cost of instruction supplementary to the instruction in agricultural and in trade, home economics, and industrial subjects provided for in this act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made." (Sec. 9.)

nonvocational subjects "necessary to build well-rounded courses of instruction."

While not making a definite and final ruling, the board points out that experience in vocational education in agriculture, home economics, and in trades and industries has established the following as the prevailing practices:

1. In day trade or industrial schools—

(a) At least one-half the time is given to practical work on a useful or productive basis.

(b) From 30 to 35 per cent of the time in such schools is given to related studies, such as mathematics, drawing, or science.

(c) The remainder of the time (15 to 20 per cent) is given to such subjects as English, civics, hygiene, and history.

2. In day agricultural schools—

(a) At least one-half the time is given to such subjects as agronomy, soil physics, animal husbandry, etc., including required, supervised practice in agriculture.

(b) The remaining half of the time in such schools is given to nonvocational subjects.

3. In day home economics schools—

(a) At least one-half the time is given to practical work on a useful or productive basis. In home economics education this is interpreted to include home economics subjects such as foods and cookery, textiles and clothing, laundering, house planning and furnishing, home nursing (with emphasis on maintenance of health), child care and home management, and related subjects such as general science applied to the household, household chemistry, household bacteriology, drawing and design applied to the household, costume design, and household decoration.

(b) The remainder of the time is given to nonvocational subjects.

Because of the wording of section 11, a section intended to establish certain standards for trade and industrial schools, it has been found somewhat difficult for the Federal board to apply these standards to schools and classes in home economics. It is believed, however, that the above-given standards will permit freedom and flexibility in the organization of home economics work.

For a fuller statement covering home economics work see Section IV, question 1, page 45.

Question 24. Section 9²⁷ says that the cost of supplementary instruction necessary to build a well-rounded course of training shall be borne by the State and local communities, and that no part of the cost thereof shall be borne out of the appropriations under the Federal vocational education act. Does the wording of this section mean that

²⁷ See quotation from sec. 9, *supra*, p. 29.

the Federal board has no right to standardize any well-rounded course? Is it to be the judge of what constitutes such courses?

Answer. The language employed in the provision in regard to well-rounded courses of training contains no intimation as to whether it was intended that such courses should be required and standardized by the Federal board. The incorporation of this provision in the act, however, is strong evidence that it was the intent of Congress that such courses might properly be required in some cases. The main purpose of the clause is obviously to provide that the cost of supplementary instruction shall not be borne out of the appropriations made by the act. But if it was not intended that such instruction might be properly included, in certain cases, in the courses of study to be given in the schools and classes aided by Federal funds, the enactment in regard to the cost of such instruction would be of no force and effect. Congress, by providing in section 8 that the plans submitted by State boards must be approved by the Federal board, clearly vested in the latter authority to refuse to approve such plans as did not, in its judgment, contain courses of study necessary to accomplish the purposes of the act. It is the duty of the board, therefore, to determine, upon the submission to it of plans, the questions whether provision for supplementary instruction should be included therein. Thus, in proper cases the board reserves the right both to require and standardize such courses.

Question 25. May the State legislature require a State board to designate a particular institution as the place for teacher training, in so far as Federal funds are concerned in the maintenance of that teacher training?

Answer. The State legislature can control the actions of the State board and require it to designate any institution it may deem proper. The Federal board is directed to approve plans only in the event that such plans conform with the provisions and purposes of the act; hence it may refuse to approve plans²⁸ unless it is satisfied that the kinds of schools for which it is proposed that the appropriations of the act are to be used are such as were intended to be aided by the Federal Government.

Question 26. Assuming that the institution with highest standards has been approved for teacher training and that the State is able to supply all the qualified teachers needed, would the Federal board approve of the use in addition of Federal moneys in an institution of lower grade for the training of teachers of the same vocational subjects?

Answer. No; because if enough teachers of superior qualifications can be secured, no others, should be trained or employed. In deter-

²⁸ See quotation from sec. 8, *supra*, p. 26.

mining whether the approved institution is able to supply all the teachers needed three factors must be considered:

1. The amount of money to be used in the State for the payment of salaries of teachers in the vocational subjects concerned.

2. The number of schools actually in operation which will probably qualify to receive Federal moneys toward the salaries of vocational teachers.

3. The facilities for training the number of teachers required and the probable registration of prospective teachers for this work.

*Question 27. What is the policy of the board with reference to certification of teachers?*²⁹

Answer. The practices of the several States in certificating teachers necessarily affects the standards and policies of the State in certificating teachers of vocational subjects.

The State board may use Federal moneys for teachers of vocational subjects if they meet the qualifications agreed upon under approved State plans even though such teachers may not have been certificated to teach under the State laws. In most States, however, teachers must hold certificates before they can legally be paid for their services by the State or community. The Federal board views certification only as a device which may assist or may handicap the State board in securing and holding competent instructors.

The situation as to certification varies widely among the States. In States where the legislature has prescribed in detail the subjects in which teachers must be examined for every kind and grade of license and has left practically no power in the hands of the State educational authorities to issue special licenses for teachers giving instruction in vocational education, the Federal board will make such adjustments as it deems necessary.

Where the chief school officer of the State or a certificating board is empowered to issue special certificates, this authority should be used so as to insure flexibility in employing and certificating vocational teachers.

The State laws governing the examining and licensing of teachers have not in every case been adapted properly for selecting and testing vocational teachers. As a qualification for such teaching experience along practical lines must be measured. Mechanical skill and the ability to use technical knowledge in a practical way must be

²⁹ "That in order to secure the benefits of the appropriation for any purpose specified in this act, the State board shall prepare plans, showing * * * qualifications of teachers * * *." (Sec. 8.)

"The teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal board for vocational education * * *." (Sec. 10.) Section 11 contains a similar provision.

tested. For many positions special skill and technical knowledge rather than general ability must be sought. In many cases practical tests should be given in place of or supplementary to written examinations. Evidence of successful experience in a vocation, as well as in teaching, should have large weight. In determining standards and tests by which the worth of an applicant for appointment to teach any given occupation or trade is to be determined, advice and help should be solicited of practical men and women familiar with the requirements of the occupations or trade. This is equally true of the fields of industry, of agriculture, and of home economics.

Question 28. For the maintenance of what classes may Federal money for teacher training be used?

Answer. (a) Regardless of whether or not Federal funds are to be used for all the courses, classes, or subjects in the course of study, it is necessary for the State board to submit the full course of study and secure approval by the Federal board under section 8 of the act before Federal money may be used for any of the classes.

(b) Each course of study should clearly indicate the courses, classes, or subjects for which it is proposed that reimbursement be made. The fact that the full course of study has been approved does not mean that Federal money may be used for the maintenance of instruction in all subjects of the approved course.

(c) The purpose of the teacher-training fund under the vocational education act is to promote the establishment of courses and classes having as a distinct aim the preparation and improvement of teachers of vocational subjects for service under the vocational education act. In general, the purpose is to provide professional training for teaching to persons already prepared as efficient workers in the vocation which they are to teach.

Particularly in the case of agriculture and home economics the board realizes that the students who are being prepared as vocational teachers in four-year courses will be receiving technical training in the usual and regular classes of an institution engaged in preparing students for the vocations of farming and home making. It is therefore assumed that any institution designated to train vocational teachers through such courses will provide this necessary technical instruction without reimbursement for the same from Federal teacher-training funds.

Particularly in the case of shop teachers, part-time, and evening-school teachers, the board realizes that short intensive courses must be given to persons already skilled in the vocation which they are to teach. In such intensive courses subject matter related to the vocation will necessarily be included in the professional preparation of such persons as teachers.

(d) Federal funds for the training of vocational teachers may be used for—

1. Adequate system of observation and supervised teaching for prospective teachers of vocational subjects.

2. Satisfactory courses in special methods for prospective teachers of vocational subjects.

3. Improvement of the teaching of vocational teachers already in service either by the State Board for Vocational Education or the State Board for Vocational Education in cooperation with approved teacher-training institutions.

4. Special professional courses for prospective teachers of vocational subjects or for those who are qualified as teachers of vocational subjects.

5. In approved institutions which maintain an adequate system of observation and supervised teaching and special methods for prospective teachers of vocational subjects Federal funds may also be used for salaries only of teachers of fundamental courses in education:

Provided, That a majority of the students in the class are following the course of study prescribed for vocational teachers: *And provided*, That courses thus reimbursed shall not exceed in total credit hours 5 per cent of the total credit hours required for completion of the teacher-training course: *And provided*, That if the number enrolled in any such class is so great as to require more than one section, reimbursement may be made only for the section or sections composed of prospective vocational teachers.

6. A course in principles of vocational education designed to interest students in teaching, to increase their intelligence as school patrons regarding the aims of vocational education, and to familiarize school administrators with the aims and importance of vocational education.

7. After the close of the fiscal year, ending June 30, 1924, no Federal teacher-training funds may be used for technical courses other than professional work included in 1 to 6 above. In the meantime no reimbursement may be made for technical courses in addition to those already approved in the plans for the fiscal year ending June 30, 1921.

Question 29. May any money under this act be used by the States for commercial education?

Answer. The moneys appropriated are to be paid to the States "for the purpose of cooperating with them in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects." This purpose does not include the teaching of commercial subjects in all-day or evening schools. Commercial sub-

jects may be taught in the general continuation part-time schools under the conditions set forth in answer to question 1, page 48.

Question 30. What is to be the disposition of the unexpended balance of Federal funds in the hands of the State treasurer at the close of the fiscal year?

Answer. The unexpended balance of a year is to remain in the State treasury as a part of the next year's allotment, and the deduction of that amount from the annual appropriation is because of the fact that such part of the annual apportionment is made up by having this unexpended balance on hand. The law provides for this annual settlement in order that the funds may not be cumulative, and the arrangement is made in this way to save the double transfer of the unexpended balance rather than by having the unexpended balance returned and the full amount appropriated.

Question 31. May traveling expenses of vocational teachers attending conferences called by the State Board be paid from Federal funds?

Answer. The question has come up several times as to whether or not a State board for vocational education might pay the traveling expenses of vocational teachers to conferences for the professional improvement of these teachers and make reimbursement for such transportation from Federal teacher-training funds not to exceed one-half of such cost of travel, providing all other requirements of the law regarding the use of Federal teacher-training funds are met.

The Federal board has ruled that a State may be permitted to pay the transportation expenses of vocational teachers to conferences called by the State board for the professional improvement of such teachers and make reimbursement for the same from Federal teacher-training funds not to exceed one-half of the cost of such transportation, provided that a special report be made annually by the State board concerning these conferences with the expenses incident thereto.

Reimbursement may be made from Federal funds for transportation only and not for subsistence.

Question 32. Is it possible to pay a part of the salary of the State director or the assistant director of vocational education from Federal funds?

Answer. Federal funds can not be used to pay a part of the salary of the State director or assistant director as such. (See p. 13, Use of Federal funds for maintenance of supervision.)

Question 33. May Federal funds allotted to a State for teacher training be used by the State for research and investigation?

Answer. The purpose of the act being the promotion of vocational education, the development of any new field must be carried on as

a result of, or contemporaneously with, a study of the conditions under which successful work may be carried on in that field.

In order to carry out the purposes of the act a certain amount of research and investigation in the fields of agricultural education, trade and industrial education, and home economics education is necessary on the part of the Federal board, the State board, and the institutions that are charged with the responsibility of training teachers.

Research and investigation of this character carried on in the States may be reimbursed from Federal funds. The scope of such activity should, however, be limited in such a manner that the results will function directly in the furtherance of the teacher-training program; and the Federal board desires to call special attention to the danger of getting so far afield that the findings are not immediately useful in the development of the work.

SECTION II.

QUESTIONS RELATING TO AGRICULTURAL EDUCATION.

*Question 1. May a land-grant college claim money from the Morrill fund, from the Nelson fund, and from the agricultural fund under the vocational education act to support the same class or classes in agriculture?*³⁰

Answer. No; for these reasons—

(a) A class must be either of college grade or of less than college grade.

(b) A State board must require institutions to define a class as being one or the other.

(c) If the class is defined as of college grade it can not use money under the vocational education act.³¹

(d) The fact that a class is maintained at least in part by Federal moneys granted to institutions as of college grade defines it as of college grade.

(e) The only way in which a land-grant college can use Federal moneys under the vocational education act for the salaries of teachers of agriculture is by making a separate organization of vocational classes of less than college grade.

Question 2. May a person divide his time between supervision of agricultural subjects and the training of teachers of agriculture? If

³⁰ "That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections 2, 3, and 4 of this act, to be paid to the respective States for the purposes of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade industrial, and home economic subjects * * *." (Sec. 1.)

³¹ " * * * That such education shall be of less than college grade * * *." (Sec. 10.)

so, out of what Federal fund or funds may part of his salary be paid?

Answer. Yes; but a definite division of his time between supervision and teacher training should be made at the outset of the fiscal year and adhered to. This is necessary whether he receives all his salary through the State board or through a State institution or a part from each source. The accounts of the State should show both the division of his time and the source or sources of his salary.

Question 3. May the agricultural fund be spent for the salaries of supervisors or directors of agricultural subjects employed by the State rather than by local schools?

Answer. Yes; section 10 provides³² that any State may use the appropriation for agricultural purposes, either for the salaries of teachers in schools or for salaries of supervisors or directors under a plan of supervision for the State prepared by the State board and approved by the Federal board.

Question 4. Will the board allow the use of Federal moneys for short courses in agriculture?

Answer. This involves questions as to the required provision for six months of supervised, practical work and as to how far that provision applies to men operating their own farms.³⁴ The length of the school course in agriculture is independent of the required six months of supervised practice on a farm, since that practice must be regarded as only a part of the regular instruction, the other part being carried on in class. Pupils may be in attendance on school classes for any period of time necessary to complete all other than the practical work. This time may be long or short, according to the State plan adopted. It might be, at least in theory, one week, or one month, six months, nine months, or two or more regular school years. The State board, however, should set up a system of reports clearly showing whether or not the practical work was properly supervised.

The practical work may be either regular farm occupations or specific projects. Regular farm work for this purpose implies an interpretation of the regular farm duties carried on by the pupil in accordance with outlines or instructions prepared by the supervisor, corresponding reports by the pupil to the supervisor, and actual visitation by the supervisor to inspect the pupil's work and to confer

³² "That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education." (Sec. 10.)

³⁴ " * * * That such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year * * *." (Sec. 10.)

with him. Along with this practical experience must go, of course, the class work supplementary to it.

Question 5. The agricultural fund is allotted to the States on the basis of rural population.³⁵ Nothing is said as to where the States shall spend the money. May it be spent for agricultural education in communities of more than 2,500 people? The industrial fund, including that for home economics, is allotted to the States on the basis of urban population.³⁶ Would this prevent the use of that money in communities of less than 2,500 people?

Answer. The Census Bureau, in compiling the population of the United States, has classified as urban population that residing in cities and places of 2,500 inhabitants or more, and as rural that residing in the remainder of the country. Although the allotment of money to the States is based on this classification, there is nothing in the statutes that requires the funds appropriated for agricultural schools to be spent in communities of less than 2,500 or that requires the funds appropriated for industrial schools to be used by communities over 2,500. The distribution of the funds is a matter for the State board to determine and it may accordingly place them wherever it believes the money will do the most good.³⁷

Question 6. In matching Federal moneys by funds raised by the State or local communities³⁸ may the State set off against Federal funds used in the payment of the supervision of agricultural education moneys paid by the State or local communities as salaries of teachers?

Answer. The method in which a State may use its allotment for supervision of agricultural education will be controlled entirely by

³⁵ "Said sums shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census * * *." (Sec. 2.)

³⁶ "Said sums shall be allotted to the States in the proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United States census * * *." (Sec. 2.)

³⁷ "The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this act." (Sec. 14.)

³⁸ * * * The moneys expended under the provisions of this act in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training, and that for each dollar of Federal money so expended for maintenance the State or local community, or both, shall expend an equal amount for the maintenance of such training * * *," (Sec. 9.)

the provisions of the plan approved by the board.³⁹ In such plans the board will consider the teaching of agricultural subjects and supervision of agricultural education as separate and distinct lines of work, and funds expended by the State or local communities for salaries of teachers can not therefore be used to match Federal funds paid for supervision. In every instance States will be required to show that the Federal funds used for each purpose are matched by at least an equal sum furnished by the State or local communities for the same purpose.

Question 7. May Federal moneys under the Nelson Act and Federal moneys under the vocational education act be used for the maintenance of the same teacher-training classes in agriculture?

Answer. Yes; but no Federal moneys expended under the Nelson Act can be used to match Federal moneys under the vocational education act. For every dollar of national funds expended by the State under the vocational education act, the State or local community, or both, must expend an equal amount for the maintenance of the same class or classes. Such fund must be used in accordance with the laws and regulations governing that fund.

Question 8. Are all students enrolled in agricultural classes required to do at least six months' directed or supervised practice in agriculture?

Answer. Yes. No choice can be made or discretion exercised by the board in dealing with this mandatory provision of section 10 of the act.

Question 9. What is the attitude of the board toward the setting up of standards by State boards for teachers of "special methods" courses in teacher-training?

Answer. In the opinion of the board teachers of special methods courses should hereafter possess at least the minimum requirements set up for teachers of vocational subjects; should have had at least two years of successful experience in teaching vocational subjects and have pursued graduate courses in vocational education. The qualifications above mentioned should be included as part of the State plan for vocational education.

³⁹ "That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects, under a plan of supervision for the State to be set up by the State board with the approval of the Federal Board for Vocational Education * * *," (Sec. 10.)

SECTION III.

QUESTIONS RELATING TO TRADE AND INDUSTRIAL EDUCATION.

*Question 1. What should be the entrance requirements for the all-day schools?*⁴⁰

Answer. While a minimum age of 14 is the only requirement in the vocational education act, the Federal board recommends that care be taken to secure pupils who are physically and mentally able to do the work required. While neither an absolute nor a uniform standard as to educational qualifications can be fixed, experience shows that pupils failing to make normal progress in the regular schools rarely do satisfactory vocational work. Ability to do the work of the all-day industrial school should be the determining test even after admission. A probationary period of attendance will enable the school to determine the boy's or girl's real ability. Communities maintaining all-day vocational schools should offer their opportunities to all capable boys and girls and should see to it that such schools do not become the resort of the undesirable, the feeble-minded, or the physically weak.

Question 2. When pupils work in a class and in a privately owned shop on alternate days, weeks, or months, are such schools to be considered all-day⁴¹ or part-time?⁴² What principles are to determine in any given year?

Answer. The determining factor is whether the pupils, when in such shop, are entirely under the supervision and control of the school. If they are, it is an all-day school. If not, it is a part-time school. This is true regardless of the fact that the pupils are or are not paid. The final test is whether or not the shopwork is carried on independently or as an integral part of the school.

*Question 3. What is meant in section 11 by the requirement that instruction in an industrial or trade subject shall extend over not less than nine months per year?*⁴³

Answer. This section is interpreted by the Federal board as requiring a day industrial school to be in session during nine months of four weeks each, regardless of the calendar months, and including

⁴⁰ " * * * That such education shall be of less than college grade and shall be designed to meet the needs of persons over 14 years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit." (Sec. 11.)

⁴¹ " * * * That such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than 30 hours per week." (Sec. 11.)

⁴² " * * * That at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over 14 years of age who have entered upon employment." (Sec. 11.)

only such holidays as are commonly observed by the regular public schools.

*Question 4. What is meant by "hours" in the requirement that instruction in trade and industrial, home economics, or trade subjects in a day school shall be given for not less than 30 hours per week?*⁴³

Answer. By hour is meant a period of 60 minutes, the "clock hour" being intended rather than that shorter recitation or study period sometimes called by schools an "hour."

Question 5. The act⁴⁴ fixes the age of 16 years as a minimum entrance requirement for evening industrial schools. Does this mean that such schools shall be open to persons 16 years or over, or may a State establish an entrance age requirement above 16 years?

Answer. Congress in enacting this provision has not declared that a minimum entrance requirement shall be fixed at not less than 16 years, but has specifically prescribed 16 years as the requirement. The board is of the opinion that this requirement is mandatory, and that consequently if the Federal funds are to be used to aid States in conducting education in schools of this character, such schools must be open to persons 16 years and over.

Question 6. The statute requires that schools which give instruction to persons who have not entered upon employment shall require that at least half the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months every year and not less than 30 hours per week.⁴⁵ Shall the half time for practical work be based on the minimum number of hours per week required by the statute or on the maximum number of hours which the school operates?

Answer. The board believes that the effect of the provision referred to in this question is twofold. (1) It requires that at least one-half the time given to instruction shall be devoted to practical work, irrespective of the number of hours per week required of students; (2) it establishes a minimum period of instruction. These requirements are in no way connected, but are, on the contrary, separate and distinct, and each must be given full force and effect. Consequently in cases where it is proposed to conduct schools for a longer period than the minimum prescribed by the act, the half time

⁴³ " * * * That such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than 30 hours per week." (Sec. 11.)

⁴⁴ " * * * That evening industrial schools shall fix the age of 16 years as a minimum entrance requirement * * *." (Sec. 11.)

⁴⁵ " * * * That such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than 30 hours per week * * *." (Sec. 11.)

for practical work must be based on the number of hours during which the school operates.

*Question 7. What kinds of work in part-time schools or classes will be entitled to reimbursement from Federal moneys?*⁴⁶

Answer. It is neither possible nor advisable at the present stage of development of part-time schools and classes to define the many varieties and types which now, or in the future, may be entitled to national aid under section 2 of the vocational education act.

In general, Federal moneys may be used to pay the salaries of teachers employed in those part-time schools or classes where wage-working boys or girls receive any or all of the following benefits:

(a) Increased skill or knowledge in the occupation which the wage-worker is following.

(b) Skill or knowledge leading to promotion in the industry or calling wherein the wageworker is engaged.

(c) Improvement in the knowledge of regular subjects which the wageworker did not complete in school.

(d) Increased civic or vocational intelligence.

(e) Skill and knowledge in home economics for girls employed as wageworkers.

In general any part-time school must be in session during a part of the working time (day, week, month, or year) of its pupils; while an evening school or class must be in session outside the regular working hours of its pupils.

When a community asks the State board to certify a part-time school or class for Federal aid, the board should require the local authorities to state the aim or aims of such school or class in terms of the approved benefits for wageworking youth set forth above. The State board should then measure the school or class, both at starting and while under supervision, by the standards which that school or class must establish in the light of its declared aims. To do this, the board must have full knowledge of all such facts as the occupations of the pupils, the length of the course in hours per day, week, month, or year, the plant and equipment, the courses of study, methods of instruction, and qualifications of teachers.

The number of aims or benefits which the school or class is to undertake should be governed by the number of hours available for instruction; and pupils should be so grouped and taught as to deal definitely with one aim at a time. Preferably, the aims should be few to insure effective results; and care should be taken not to attempt inconsistent or conflicting aims with the same pupils. For example, a part-time class, having but four hours per week for

⁴⁶ See note, p. 28.

instruction, should not attempt for any given group more than two of the above aims as a maximum.

*Question 8. What is meant by the expression "evening industrial schools * * * shall confine instruction to that which is supplemental to the daily employment?"*⁴⁷

Answer. Evening instruction can be given only in such subjects as will increase skill or knowledge in the occupation in which the worker is engaged as his daily employment, or as will lead to promotion or advancement in that work. The time available in an evening school is so short that it is impossible to teach a skilled trade to anyone unless he is engaged in daily work affording him opportunity to apply the skill or knowledge gained in the evening school, or unless the daily employment gives an experience which will enable the worker, with the knowledge or skill acquired in an evening school, to secure promotion in that occupation. The work can be most effectively given when workers in similar or allied occupations are grouped together.

Question 9. What work, other than shop work, given in all-day school may be included in the term "industrial subjects" for which teachers may be paid, in part, from Federal moneys?

Answer. In determining what work, other than shop work, given in an all-day school, may be included in the term "industrial subjects" for which teachers may be paid, in part, from Federal moneys, the State board must be satisfied that such work is inherent in the vocation taught in the school and is a subject which enlarges the trade knowledge of the worker. For example, in a machine-shop school which gives at least three hours a day to shopwork, a part of the remaining time might be given to such topics as machine-shop mathematics, drawing as related to the machine-shop trades, science applied to the machine shop, and the hygiene of the trade. In a school which teaches printing time devoted to related studies might be given to such subjects as estimating costs, English for printers, art in printing—such as the layout of a paper, proper margins, and title pages—science as related to printing, and hygiene of the trade. Before such work in related subjects can be reimbursed from Federal funds the State board must be satisfied that the teacher has had satisfactory contact with the vocation in which the related work is supplementary.

Question 10. What is meant by practical work on a useful or productive basis?

Answer. This is interpreted to mean work similar to that carried on in the particular trade or industry taught. Such work is on

⁴⁷ " * * * That evening industrial schools * * * shall confine instruction to that which is supplemental to the daily employment." (Sec. 11.)

a useful or productive basis when it results in a product of economic value comparable with that produced by a standard shop or factory with regard to quality of product, time expended in turning out the product, and the methods of production.

Question 11. Under what conditions may Federal money be used to provide coordinators in part-time schools?

Answer. In order to encourage the States to develop part-time education under section 11 of the act, and to provide proper correlation between the school and the shop, factory, home, office, etc., where the pupil is employed, the following ruling was made by the Federal board:

Instructors in part-time schools and classes paid in part from Federal moneys may serve also as coordinators of work between the school and the employment or work of the pupil. By coordinator is meant the person who supervises or correlates the class instruction and the practical experience of part-time students.

In a resolution passed by the Federal board interpreting the phrase "who have entered employment," which appears on p. 28, the following note appears: "3. Reimbursement may be made from Federal funds for one-half the salary of the instructor employed in this work, including the coordinator."

The scope of the above ruling is such as to permit (1) the employment of a person as a teacher giving full time to the instruction of part-time pupils, (2) the employment of a person who gives a portion of the time to the instruction of part-time pupils and a portion of the time to the coordination of the school activities with the employment activities of the pupils; or (3) *under certain circumstances*, the employment of a person who gives full time to the coordination of the school work and the employment work of part-time pupils.

In each of these cases the person for whose services reimbursement is to be made to the school must meet the minimum qualifications set up in the plans of the State for teachers of part-time work, and where a State proposes to reimburse salaries of coordinators who spend only a portion or none of their time in actual teaching it shall submit to the Federal board a definite plan covering this matter. This plan should designate the distribution of time (in hours per week) to be spent in teaching, in visiting places of employment, homes, and other places where the pupils may be found, in consulting with teachers, and in the keeping of office records and reports. The plan should also designate the total number of pupils for whom the coordinator shall be held responsible.

The duties of such coordinators shall include those of informing parents and employers of the importance and value of the part-time

school and securing their active support and cooperation, of studying industrial conditions and occupations, of eliminating friction in the adjustment of hours of schooling and employment, of assisting in the placement of pupils temporarily out of work or in transferring them from undesirable to better jobs, of following up the pupils in their out-of-school activities, and of consulting with teachers and supervisor or director as to changes in the school program, instructional matter, etc.

State authorities will, in making reimbursement for the salaries of coordinators, ascertain that: (1) Not over 10 per cent of the coordinator's time is taken up with the keeping of office records and reports or other administrative affairs. Reimbursement can not be made for time spent in the discharge of the duties of a director, principal, or supervisor; (2) the school responds to the work of the coordinator by making use of the information which he brings in, arranging the school program, and in outlining or changing the instructional content. It is the opinion of the board that if a person is to carry on the work of coordinator successfully that person must have some voice in the school work of the pupils, in order that this work may be really coordinated with the employment.

SECTION IV.

QUESTIONS RELATING TO HOME ECONOMICS EDUCATION.

Question 1. What interpretation as applied to home economics is given to the clause in section 11,⁴⁸ providing that at least half the time of instruction shall be given to practical work on a useful or productive basis?⁴⁹

Answer. This clause is held to mean that at least half the time of instruction in the all-day school shall be devoted to instruction in subjects designed to prepare for the vocation of home making. Subjects designed to prepare for the vocation of home making are of two groups: (1) Home-economics subjects and (2) related subjects.

Home-economics subjects include foods and cookery, textiles and clothing, laundry, house planning and furnishing, home nursing (with emphasis on maintenance of health), child care, and home

⁴⁸ " * * * That such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week." (Sec. 11.)

⁴⁹ " * * * That for cities and towns of less than 25,000 population, according to the last preceding United States census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns." (Sec. 11.)

management. Instruction in these subjects should include the actual manipulation of materials, together with supplementary instruction on the proper selection, purchase, care, and utilization of the materials and products, as well as the application of essential scientific and art principles.

Related subjects include general science applied to the household, household physics, household chemistry, household bacteriology, drawing and design applied to the household, costume design, household decoration. Instruction in these subjects should include materials from the fields of science and art, selected, organized, and presented in close correlation with the instruction in home economic subjects.

Based on the needs of the group to be taught, the program for this half-time of instruction may consist of either (1) home economics subjects or (2) home economics subjects and related subjects. In either case pupils pursuing courses designed to prepare for the vocation of home making must be grouped separately for the half-time of instruction devoted to home economics subjects or home economics and related subjects.

The law requires an all-day school or class with half the time given to subjects designed to prepare for the vocation of home making, to be in daily session at least 6 hours or 360 minutes. Half of this time, or 180 minutes, must be devoted to instruction in either (1) home-economics subjects or (2) home economics subjects and related subjects.

If the program for the half-time includes instruction in both home-economics subjects and related subjects, not less than 120 minutes per day (10 hours per week) must be devoted to instruction in home-economics subjects.

The act provides that for cities of less than 25,000 population the State board, with the approval of the Federal board, may modify the conditions as to length of course and hours of instruction per week. The Federal board is of the opinion that in making such modifications the number of hours of instruction per week should in no case be less than 25 or the number of hours of instruction per day less than five, a total of 300 minutes daily.

Of this 300 minutes, half the time, or 150 minutes, must be devoted to instruction in either (1) home-economics subjects or (2) home-economics subjects and related subjects. If the program for the half-time includes instruction in both home-economics subjects and related subjects, not less than 90 minutes per day ($7\frac{1}{2}$ hours per week) must be devoted to instruction in home-economics subjects; provided, that if home projects are included in any half-day program

for instruction in home making, the time allotted to home projects shall not exceed one-fifth the time requirement for vocational instruction.

*Question 2. What is the meaning of the requirement in section 11 that evening-school instruction shall be supplemental to the day employment?*⁵⁰

Answer. The evening-school instruction must be given to those whose work is such that the skill or knowledge taught helps the worker in her present-day employment to greater efficiency, better wages, or promotion. This will admit to such classes those who are engaged to any extent or in any way in the performance of household duties.

Question 3. What effect upon the use of money for the payment of salaries of teachers of home economics has the fact that home economics is omitted from the caption of the Federal act? What effect would this have upon the use of money for home economics in a State which, quoting from the caption of the Federal act, omitted home economics from the provisions of its enabling act?

Answer. The language of the title⁵¹ of the act is broad enough to include home economics; and if the States have accepted the provision of the act by quoting its title, the board will deem such action an acceptance of the benefits for home economics as well as for the other vocational subjects.

Question 4. What part of the trade and industrial fund may be used for home economics?

Answer. The Federal board has made no ruling which requires that any part of the appropriation for trades, industries, and home economics shall be used for home economics. Section 3 provides that not more than 20 per cent may be used for home economics. This restriction is a restriction on the maximum amount that could be used for home economics and not a restriction on the amount that could be used for trades and industries. The expression "not more than" implies that less than 20 per cent could be used. In fact, all of it could be used for trades and industries, but 20 per cent may be used for home economics.

⁵⁰ " * * * That evening industrial schools shall fix the age of 16 years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subjects determined upon for such State by the State board, with the approval of the Federal Board for Vocational Education." (Sec. 11.)

⁵¹ "An act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for the cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure." (Title of Smith-Hughes Act.)

Question 5. May time devoted to home projects be accepted as a part of the vocational half day?

Answer. Time spent in home-project work may be accepted as a part of the vocational half day, provided:

(a) That the State plan includes—

(1) A statement of maximum time for home-project work.

(2) Provisions for adequate supervision.

(3) Type projects, indicating their relation to the subjects in the home-making course.

(b) That at no time shall more than one-fifth the vocational half day be allotted to home-project work, this time to be distributed or cumulative according to the demands of the project.

Question 6. What shall be deemed adequate supervision?

Answer. Adequate supervision is dependent upon several factors, among which are size of the group, geographic distribution of pupils, means of transportation, time allowed teacher to make the visits, and flexibility of program, so that teacher may visit while the girls are at work.

In general, where the distances are not great and it is possible for the teacher to reach the homes without consuming much time, it has been found possible for her to supervise a group of 15 pupils. The number of visits to the home must depend largely upon the nature and length of the project, but in the main there should be three for each project. The first visit made at the beginning of the project; the second, to note progress; and the third, to check results.

Question 7. What type of part-time class may be legitimately offered as a part-time home economics class and paid for out of the fund available for salaries of teachers of home economics?

Answer. A part-time class which is designed to increase the home-making efficiency of girls and women and in which at least half of the time is devoted to home-making instruction.

SECTION V.

QUESTIONS RELATING TO COMMERCIAL EDUCATION.

Question 1. What is the function of the commercial education service in view of fact that the vocational education act does not establish a separate fund to be used in the States for the promotion of commercial education in the same way that education in agriculture, trades and industries, and home economics is promoted?

Answer. The commercial education service has three functions:

First, to make studies, investigations, and reports describing the requirements upon commercial workers with particular reference to their use in aiding the States in the establishment of vocational

schools and classes, and in giving instruction in commerce and commercial pursuits.⁵²

Second, cooperation with States in the promotion of vocational commercial education classes which may be established in the general continuation part-time schools.

Third, cooperation with States in the promotion of the teacher-training classes which may be established for the express purpose of training teachers of retail selling in the general continuation part-time schools.

Question 2. For the salaries of teachers of what commercial subjects in the general continuation part-time school can reimbursement be claimed from Federal funds?

Answer. The salary of any qualified teacher of any commercial subject suitable for the instruction of workers over 14 and less than 18 years of age in the general continuation part-time school can be reimbursed from Federal funds. Commercial subjects which are adapted to meet the needs of workers in the general continuation part-time schools can be considered as enlarging either the civic intelligence or the vocational intelligence. Commercial subjects given for the express purpose of training commercial workers will be considered as intended to enlarge the vocational intelligence. This group includes stenography, advanced bookkeeping, elementary accounting, retail selling, office machine operating, billing, filing, messenger service, shipping clerk, time clerk, cost clerk, or cashier work, and all courses for training for special store or office positions.

Any course of study in the general continuation part-time school which includes either typewriting, elementary bookkeeping, salesmanship, introduction to business procedure, business practice, business organization, advertising, merchandise, textiles, or elementary economics in conjunction with business writing, business English, business arithmetic, or business correspondence, commercial geography or commercial law so that 50 per cent or more of the school time is devoted to one or more of these subjects will be considered as intended to enlarge the vocational intelligence.

Any commercial subject or course suitable for the instruction of workers over 14 and less than 18 not given for the express purpose of enlarging the vocational intelligence and not taking more than 50 per cent of the school time will be considered as intended to enlarge the civic intelligence only.

⁵² "It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made, studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in * * * commerce and commercial pursuits * * * and requirements upon commercial workers." (Sec. 6.)

Question 3. What must a State do before claiming reimbursement for salaries of teachers teaching commercial subjects taught in the general continuation part-time schools for the express purpose of increasing the vocational intelligence?

Answer. States that desire to make reimbursement for commercial subjects in the general continuation part-time schools for the express purpose of increasing the vocational intelligence must establish the standards for these classes in their State plans either at the time the plans are originally presented to the board for approval or afterwards in supplements thereto.

The instruction in the courses given for the express purpose of training commercial workers must be such as is clearly suitable for pupils between 14 and 18 years of age. These courses must be intended to help the worker in the performance of his present office or store tasks, or to fit him for promotion to the next higher position for which he is in line. Training for positions more advanced in character than can be successfully held by such pupils as are being trained may not be included. Thus, instruction in shorthand may not be given to 14 or 15 year old pupils, nor salesmanship to pupils not employed in stores.

Question 4. What types of commercial classes are included in the part-time general continuation schools?

Answer. (1) Classes for employed boys and girls who are studying vocational commercial subjects in a general continuation part-time school. (2) Classes for boys and girls who have entered upon employment in store positions or commercial offices on a cooperative basis between the store or offices and the school.

Question 5. What are the requirements for the cooperative classes in the general continuation part-time schools?

Answer. The equivalent of at least 50 per cent of the time given to school and employment must be devoted to office or store work throughout the school term. This time requirement for office or store work can be met in a variety of ways on an every day, alternate day, every week, or alternate week plan.

Question 6. May any money under this act be used by the States for commercial courses in the all-day or evening schools?

Answer. The moneys appropriated are to be paid to the States "for the purpose of cooperating with them in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics." This purpose does not include the teaching of commercial subjects in the all-day or evening schools.

Question 7. May the teacher-training fund be used for the preparation of teachers of retail selling in the general continuation part-time schools?

Answer. The teacher-training fund may be used for the preparation of teachers of retail selling, in the general continuation part-time schools. However, these classes must be limited to the specific purpose of preparing for the general continuation part-time schools, and the subjects taught and the method of presentation must be confined to the subjects and methods best adapted to training teachers for this particular type of school as set up in the answer to question 27, page 33. Whenever a State proposes to establish classes for this purpose the State plan must set forth in detail the courses and methods which will be used.

APPENDIXES.

APPENDIX A.

TEXT OF THE VOCATIONAL EDUCATION ACT.

[PUBLIC No. 347, SIXTY-FOURTH CONGRESS]

[S. 703.]

AN ACT To provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections two, three, and four of this Act, to be paid to the respective States for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects; and the sum provided for in section seven for the use of the Federal Board for Vocational Education for the administration of this Act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education, which sums shall be expended as hereinafter provided.

SEC. 2. That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States, subject to the provisions of this Act, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of \$3,000,000. Said sums shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall not be less than a minimum of \$5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than \$10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be necessary,

which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$48,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$18,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$14,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$34,000; and annually thereafter the sum of \$27,000.

SEC. 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of \$3,000,000; and annually thereafter the sum of \$3,000,000. Said sums shall be allotted to the States in the proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of \$5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than \$10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$66,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$46,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of \$28,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of \$25,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of \$22,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of \$19,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of \$56,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of \$50,000.

That not more than twenty per centum of the money appropriated under this Act for the payment of salaries of teachers of trade, home economics, and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects.

SEC. 4. That for the purpose of cooperating with the States in preparing teachers, supervisors, and directors of agricultural subjects and teachers of

trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of \$1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census: *Provided*, That the allotment of funds to any State shall be not less than a minimum of \$5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and nineteen, nor less than \$10,000 for any fiscal year thereafter. And there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of \$46,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of \$32,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of \$24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of \$90,000.

SEC. 5. That in order to secure the benefits of the appropriations provided for in sections two, three, and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State board of education, or other board having charge of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board, for the purposes of this Act.

In any State the legislature of which does not meet in nineteen hundred and seventeen, if the governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education, the Federal board shall recognize such local board for the purposes of this Act until the legislature of such State meets in due course and has been in session sixty days.

Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted: *Provided*, That after June thirtieth, nineteen hundred and twenty, no State shall receive any appropriation for salaries of teachers, supervisors, or directors of agricultural subjects, until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this Act, and that after said date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this Act.

SEC. 6. That a Federal Board for Vocational Education is hereby created, to consist of the Secretary of Agriculture, the Secretary of Commerce, the

Secretary of Labor, the United States Commissioner of Education, and three citizens of the United States to be appointed by the President, by and with the advice and consent of the Senate. One of said three citizens shall be a representative of the manufacturing and commercial interests, one a representative of the agricultural interests, and one a representative of labor. The board shall elect annually one of its members as chairman. In the first instance, one of the citizen members shall be appointed for one year, one for two years, and one for three years, and thereafter for three years each. The members of the board other than the members of the Cabinet and the United States Commissioner of Education shall receive a salary of \$5,000 per annum.

The board shall have power to cooperate with State boards in carrying out the provisions of this Act. It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

When the board deems it advisable such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations, and reports concerning trades and industries, for the purposes of trade and industrial education, may be made in cooperation with or through the Department of Labor; such studies, investigations, and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations, and reports concerning the administration of vocational schools, courses of study and instruction in vocational subjects, may be made in cooperation with or through the Bureau of Education.

The Commissioner of Education may make such recommendations to the board relative to the administration of this Act as he may from time to time deem advisable. It shall be the duty of the chairman of the board to carry out the rules, regulations, and decisions which the board may adopt. The Federal Board for Vocational Education shall have power to employ such assistants as may be necessary to carry out the provisions of this Act.

SEC. 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of \$200,000 annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section six of this Act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses as the board may deem necessary to the execution and administration of this Act.

SEC. 8. That in order to secure the benefits of the appropriation for any purpose specified in this Act, the State board shall prepare plans, showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of

instruction; qualifications of teachers; and, in the case of agricultural subjects the qualifications of supervisors or directors; plans for the training of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this Act, the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this Act.

SEC. 9. That the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board for Vocational Education. The cost of instruction supplementary to the instruction in agricultural and in trade, home economics, and industrial subjects provided for in this Act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this Act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of Federal money so expended for maintenance, the State or local community, or both, shall expend an equal amount for the maintenance of such training.

SEC. 10. That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this Act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board as the minimum for such schools or classes in the State; that such

schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.

SEC. 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects the State board of any State shall provide in its plan for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement in such State for education for any given trade or industrial pursuit; that the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State; that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; that at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age; that such part-time schools or classes shall provide for not less than one hundred and forty-four hours of classroom instruction per year; that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal Board for Vocational Education: *Provided*, That for cities and towns of less than twenty-five thousand population, according to the last preceding United States census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

SEC. 12. That in order for any State to receive the benefits of the appropriation in this Act for the training of teachers, supervisors, or directors of agricultural subjects, or of teachers of trade, industrial, or home economics subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board; that such training shall be given in schools or classes under public supervision or control; that such training shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are

preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home economics subjects; that not more than sixty per centum nor less than twenty per centum of the money appropriated under this Act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.

SEC. 13. That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations.

SEC. 14. That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this Act. On or before the first day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this Act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this Act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this Act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this Act.

SEC. 15. That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this Act, a sum equal to such portion shall be deducted by the Federal board from the next succeeding annual allotment from such fund to such State.

SEC. 16. That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act.

If any allotment is withheld from any State, the State board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury.

SEC. 17. That if any portion of the moneys received by the custodian for vocational education of any State under this Act, for any given purpose named in this Act, shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State. No portion of any moneys appropriated under this Act for the benefit of the States shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

SEC. 18. That the Federal Board for Vocational Education shall make an annual report to Congress, on or before December first, on the administration of this Act and shall include in such report the reports made by the State boards on the administration of this Act by each State and the expenditure of the money allotted to each State.

Approved, February 23, 1917.

AMENDMENT TO THE VOCATIONAL EDUCATION ACT.

[PUBLIC, No. 64, SIXTY-FIFTH CONGRESS.]

[H. R. 5949.]

AN ACT Making appropriations to supply urgent deficiencies in appropriations for the fiscal year ending June thirtieth, nineteen hundred and eighteen, and prior fiscal years, on account of war expenses, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the following sums are appropriated, out of any money in the Treasury not otherwise appropriated, to supply urgent deficiencies in appropriations for the fiscal year ending June thirtieth, nineteen hundred and eighteen, and prior fiscal years, on account of war expenses, and for other purposes, namely:

FEDERAL BOARD FOR VOCATIONAL EDUCATION.

The appropriation provided by section seven of the Act creating the Federal Board for Vocational Education, approved February twenty-third, nineteen hundred and seventeen, is also made available for printing and binding, law books, books of reference and periodicals, and postage on foreign mail.

In any State the legislature of which met in nineteen hundred and seventeen and failed for any reason to accept the provisions of the vocational education Act, as provided in section five of said Act, if the governor of that State, so far as he is authorized to do so, shall accept the provisions of said Act and designate or create a State board of not less than three members to act in cooperation with the Federal Board for Vocational Education and shall designate the State treasurer as custodian for all moneys allotted to that State under said Act, the Federal board shall, if such legislature took no adverse action on the acceptance of said Act in nineteen hundred and seventeen, recognize such State board for the purposes of said Act until the legislature of that State meets in regular session in due course and has been in session sixty days.

Approved, October 6, 1917.

APPENDIX B.

LEGAL REQUIREMENTS IMPOSED BY THE ACT APPROVED FEBRUARY 23, 1917, TO PROMOTE VOCATIONAL EDUCATION.

[PUBLIC, No. 347, SIXTY-FOURTH CONGRESS.]

I. UPON THE STATES.

The State shall—

(a) Accept, through the legislature, the provisions of the act.

(b) Designate or create, through the legislature, a State board consisting of not less than three members having necessary power to cooperate with the Federal board in the administration of the provisions of the act.

NOTE.—The State board of education, or other board having charge of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board.

NOTE.—If no adverse action was taken by State legislature in 1917, the governor may accept the provisions of the act, and designate or create a State board, and also appoint State treasurer as custodian for appropriations. Such board will be recognized by the Federal board until the legislature meets in due course and has been in session sixty days.

(c) Appoint, through legislative authority, as custodian for appropriations allotted, its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from Federal appropriations.

(d) Take advantage of at least the minimum amount appropriated for the training of teachers, supervisors, or directors of agricultural subjects. This must be done after June 30, 1920, in order to receive any appropriation for salaries of teachers, supervisors or directors of agricultural subjects.

(e) Take advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics and industrial subjects. This must be done after June 30, 1920, in order to receive any appropriation for salaries of teachers of trade, home economics and industrial subjects.

NOTE.—Prior to June 30, 1920, the State may accept the benefits of any one or more of the respective funds appropriated by the act and may defer the acceptance of the benefits of any one or more of such funds. The State, however, shall be required to meet only the conditions relative to the fund or funds benefits of which have been accepted.

II. UPON THE FEDERAL BOARD.

The Federal board shall—

(a) Elect annually one of its members as chairman, whose duty it shall be to carry out the rules, regulations, and decisions which the board may adopt.

(b) Employ such assistants as may be necessary to carry out the provisions of the act.

(c) Cooperate with State boards in the administration of the provisions of the act.

(d) Make or cause to have made studies, investigations and reports, with particular reference to aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industry, commerce and commercial pursuits, and home economics.

NOTE.—Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships; trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects. When the board deems it advisable, such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture; such studies, investigations, and reports concerning trades and industries, for the purposes of trade and industrial education, may be made in cooperation with or through the Department of Labor;

such studies, investigations, and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations, and reports concerning the administration of vocational schools, courses of study, and instruction in vocational subjects, may be made in cooperation with or through the Bureau of Education.

(e) Examine plans submitted by State boards and approve the same if found to be in conformity with the provisions and purposes of the act.

(f) Annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of the act.

(g) On or before January 1 of each year, certify to the Secretary of the Treasury each State which has accepted the provisions of the act and complied therewith, together with the amount which each State is entitled to receive under the provisions of the act.

(h) Make an annual report to Congress on or before December 1st on the administration of the act, including therein the reports made by the State boards, and the expenditure of the money allotted to each State.

III. UPON THE SECRETARY OF THE TREASURY.

The Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State, upon certification by the Federal board, the moneys to which it is entitled under the provisions of the act.

IV. UPON THE CUSTODIAN FOR VOCATIONAL EDUCATION—STATE TREASURER.

The custodian for vocational education—State Treasurer—shall, on the requisition of the State board, pay out moneys received as reimbursements for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of the act.

V. AS TO THE EXPENDITURE OF APPROPRIATIONS.

Appropriations must—

(a) Be devoted exclusively to the maintenance of teacher-training or to the payment of salaries of teachers, supervisors or directors of agricultural subjects, and of teachers of trade, home economics and industrial subjects, having the minimum qualifications set up by the State board with approval of Federal board.

NOTE.—Cost of instruction supplementary to the instruction in subjects provided for by the act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of appropriations made by the act. This does not apply to the maintenance of teacher-training.

(b) Be met by equal appropriation from State. For each dollar of Federal money expended for salaries of teachers, supervisors or directors of agricultural subjects, or for the salaries of teachers of trade, home economics and industrial subjects or for the training of teachers of vocational subjects, the State or local community, or both, shall expend an equal amount for such salaries or for training.

(c) Be so expended that not more than 60 per cent nor less than 20 per cent of the money appropriated under the act for training of teachers of vocational subjects to any State for any year shall be used for (1) the preparation of teachers, supervisors, or directors of agricultural subjects, (2) the preparation

of teachers, etc., of trade and industrial subjects, (3) the preparation of teachers of home economics subjects.

(d) Be so expended that not more than 20 per cent of the money appropriated for the payment of salaries of teachers of trade, home economics and industrial subjects for any year shall be used for the salaries of teachers of home economics subjects.

(e) Be withheld whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of the act.

NOTE.—If allotment is withheld from any State, State board may appeal to Congress, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury.

(f) Be decreased whenever any portion of the fund annually allotted to any State shall not have been expended for the purpose provided for in the act. This decrease shall be equal to such unexpended portion.

(g) If any portion of the moneys received by the custodian for vocational education of any State under the act, for any given purpose named in the act, shall, by any action or contingency, be diminished or lost, such portion shall be replaced, and until so replaced no subsequent appropriation for such education shall be paid to the State.

(h) Not be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

VI. UPON THE STATE BOARDS.

A. The State boards designated or created as above required shall as a general prerequisite—

(a) Prepare plans showing—

1. The kinds of vocational education for which it is proposed that the appropriation shall be used.
2. The kinds of schools and equipment.
3. The courses of study.
4. The methods of instruction.
5. The qualifications of teachers.

(b) Submit such plans to Federal board for approval.

(c) Make an annual report to the Federal board on or before September 1 of each year on the work done in the State and the receipts and expenditures of money under the provisions of the act.

B. In order to secure the benefits of the fund for agricultural education the State boards shall include in the general plan—

(a) Qualifications of supervisors and directors.

(b) Plans for the training of teachers.

(c) Plans for the supervision of agricultural education as provided in section 10, namely: "That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board with the approval of the Federal Board for Vocational Education."

(d) That education shall be that which is under public supervision or control.

(e) That the controlling purpose of the education is to fit for useful employment.

(f) That the education shall be less than college grade.

(g) That education is designed to meet the needs of persons over 14 years of age, who have entered upon or are preparing to enter upon the work of the farm or of the farm home.

(h) That the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal board, as the minimum requirement for such education in the schools and classes in the State.

(i) That the amount expended for the maintenance of such education in any school or class receiving the benefit of Federal appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State.

(j) That such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year.

(k) That the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal board.

C. In order to secure the benefits of the fund for education in trade, home economics and industrial subjects, the State boards shall include in the general plan—

(a) That education will be given in schools or classes under public supervision or control.

(b) That the controlling purpose of the education shall be to fit for useful employment.

(c) That the education shall be of less than college grade.

(d) That the education shall be designed to meet the needs of persons over 14 years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit.

(e) That the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal board, as the minimum requirement in such State for education for any given trade or industrial pursuit.

(f) That the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State.

(g) That schools or classes giving instruction to persons who have not entered upon employment shall require that at least one-half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than 30 hours per week.

(h) That at least one-third of the sum appropriated to any State for salaries shall be applied to part-time schools or classes for workers over 14 years of age who have entered upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over 14 and less than 18 years of age.

(i) That part-time schools or classes shall provide for not less than 144 hours of class-room instruction per year.

(j) That evening industrial schools shall fix the age of 16 years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment.

(k) That the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal board.

NOTE.—By proviso in the act it is declared that for cities and towns of less than 25,000 population the State board, with approval of the Federal board, may modify conditions as to length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

D. In order to secure the benefits of the fund for the training of teachers, the State boards shall include in the general plan—

(a) That training shall be carried on under the supervision of the State board.

(b) That training will be given in schools or classes under public supervision or control.

(c) That training will be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training.

(d) That the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home-economics subjects.

In 1925 the provisions of the vocational education act were extended to the Territory of Hawaii and an additional annual appropriation of \$30,000 was authorized. Of this sum \$10,000 is available for the salaries of teachers, supervisors, and directors of agricultural subjects, \$10,000 is available for the salaries of teachers of trade, home economics, and industrial subjects (not to exceed 20 per cent may be expended for home economics); and \$10,000 was made available for the preparation of teachers, supervisors, and directors of agricultural subjects, for the preparation of teachers of trade and industrial subjects, and for the preparation of teachers of home-economics subjects.

ACT EXTENDING THE BENEFITS OF THE VOCATIONAL EDUCATION ACT TO THE TERRITORY OF HAWAII

[Public, No. 35, Sixty-eighth Congress. H. R. 4121.]

AN ACT To extend the provisions of certain laws to the Territory of Hawaii.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That beginning with the fiscal year ending June 30, 1925, * * *.

SEC. 4. The Territory of Hawaii shall be entitled to share in the benefits of the act entitled "An act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 23, 1917, and any act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1925, and annually thereafter, the sum of \$30,000, to be available for allotment under such act to the Territory.

SEC. 5. The Territory of Hawaii shall be entitled to share in the benefits of the act entitled "An act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, and any act amendatory thereof or supplementary thereto, upon the same terms and conditions as any of the several States. There is authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1925, and annually thereafter, the sum of \$5,000, to be available for allotment under such act to the Territory.

Approved, March 10, 1924.

APPENDIX C.

TABLES SHOWING GRANTS AND ALLOTMENTS AVAILABLE UNDER THE VOCATIONAL EDUCATION ACT.

TABLE 1.—*Annual grants for vocational education and vocational teacher training: Totals for the country as a whole, by fiscal years ending June 30.*

Fiscal year ending June 30—	Total.	Agriculture: For salaries of teachers, supervisors, and directors (sec. 2).			Trade, industry, and home economics: For salaries of teachers (sec. 3). ¹			Teacher training: For salaries of teach- ers, and maintenance of teacher train- ing (sec. 4).			For Federal Board for Vocational Education (sec. 7).
		Total.	Allotted on basis of rural population.	Additional to provide minimum allotments to States.	Total.	Allotted on basis of urban population.	Additional to provide minimum allotments to States.	Total.	Allotted on basis of total population.	Additional to provide minimum allotments to States.	
1920-21 ²	\$3,832,177.37	\$1,266,875.30	\$1,250,000.00	\$16,875.30	\$1,277,073.99	\$1,250,000.00	\$27,073.99	\$1,028,288.08	\$1,000,000.00	\$88,228.08	\$200,000.00
1921-22 ³	4,320,833.72	1,510,983.69	1,500,000.00	10,983.69	1,523,074.10	1,500,000.00	23,074.10	1,086,765.93	1,000,000.00	86,765.93	200,000.00
1922-23 ⁴	4,815,139.82	1,759,219.51	1,730,000.00	9,219.51	1,769,174.36	1,730,000.00	39,174.38	1,086,765.93	1,000,000.00	86,765.93	200,000.00
1923-24 ⁴	5,390,448.02	2,036,302.12	2,000,000.00	36,302.12	2,067,179.97	2,000,000.00	67,179.97	1,086,765.93	1,000,000.00	86,765.93	200,000.00
1924-25 ⁴	6,365,716.08	2,526,826.66	2,500,000.00	26,826.66	2,555,123.49	2,500,000.00	55,123.49	1,086,765.93	1,000,000.00	86,765.93	200,000.00
1925-26 ²	7,354,901.51	3,021,987.39	3,000,000.00	21,987.39	3,046,148.19	3,000,000.00	46,148.19	1,086,765.93	1,000,000.00	86,765.93	200,000.00
Annually thereafter ⁴	7,354,901.51	3,021,987.39	3,000,000.00	21,987.39	\$6,046,148.19	3,000,000.00	46,148.19	1,086,765.93	1,000,000.00	86,765.93	200,000.00

¹ Not over 20 per cent for salaries of teachers of home economics.² Grants based on 1910 census.³ Grants based on 1920 census.⁴ For years subsequent to 1930, totals will be slightly different from those shown in this line, according as the amounts required to guarantee minimums for States vary under new apportionments based on decennial census returns of population. The effect will, however, be inconsiderable upon the totals here shown for all States combined, although each new apportionment may affect allotments to individual States in considerable amounts.

TABLE 2.—Combined total of grants for vocational education and vocational teacher training, by States, for fiscal years ending June 30, 1921, to 1930.

State.	Total grant for the fiscal year ending June 30—					
	Apportionment based on 1920 census.					1925-26 and annually thereafter to 1930. ¹
	1920-21 ²	1921-22	1922-23	1923-24	1924-25	
United States.	\$3,632,177.37	\$4,120,833.72	\$4,615,159.82	\$5,190,448.02	\$6,168,716.08	\$7,154,901.51
Alabama.....	79,054.29	90,147.01	101,453.92	112,760.83	135,374.64	157,988.45
Arizona.....	20,000.00	21,321.60	22,375.20	30,000.00	30,536.01	32,643.21
Arkansas.....	57,917.73	67,357.19	75,844.33	84,301.47	101,215.74	118,130.01
California.....	92,378.70	129,436.14	145,583.48	161,730.82	194,025.49	226,320.17
Colorado.....	31,950.14	36,813.73	41,282.69	45,751.64	54,689.55	63,627.46
Connecticut.....	46,715.81	52,152.00	58,658.21	65,164.41	78,176.82	91,189.23
Delaware.....	20,000.00	20,000.00	20,000.00	30,000.00	30,000.00	30,000.00
Florida.....	29,989.65	37,785.49	42,416.41	47,047.33	56,309.15	65,570.98
Georgia.....	96,836.22	111,038.48	124,960.26	138,882.04	166,725.58	194,569.14
Idaho.....	21,476.75	24,128.63	25,650.07	32,171.51	35,214.38	38,257.26
Illinois.....	219,048.37	244,965.30	275,525.46	306,085.62	367,205.93	428,326.24
Indiana.....	102,719.35	111,366.62	125,288.37	139,210.12	167,053.64	194,897.15
Iowa.....	83,504.23	91,818.00	103,315.00	114,811.99	137,805.97	160,799.96
Kansas.....	63,370.24	67,609.35	76,076.52	84,543.69	101,478.02	118,412.35
Kentucky.....	85,338.17	92,628.94	104,241.12	115,853.30	139,077.68	162,302.05
Louisiana.....	62,129.23	68,727.20	77,334.36	85,941.52	103,155.85	120,370.17
Maine.....	30,416.25	32,011.16	35,679.68	39,348.21	46,685.26	54,022.31
Maryland.....	49,727.65	54,911.47	61,768.31	68,625.14	82,338.79	96,052.46
Massachusetts.....	135,214.44	144,132.98	162,056.10	182,115.68	215,996.11	251,671.94
Michigan.....	107,454.78	138,899.79	156,241.98	173,584.17	208,268.56	242,952.94
Minnesota.....	78,821.38	90,929.23	102,304.84	113,680.45	136,431.68	159,182.90
Mississippi.....	66,007.12	68,940.34	77,595.52	87,335.79	103,591.05	120,871.42
Missouri.....	125,268.86	129,548.98	145,751.23	161,953.48	194,857.98	226,762.49
Montana.....	21,145.85	25,997.64	28,418.51	34,663.52	38,329.40	41,985.28
Nevada.....	20,000.00	49,602.24	55,816.89	62,031.53	74,460.82	86,890.11
Nebraska.....	44,521.95	20,000.00	20,000.00	30,000.00	30,000.00	30,000.00
New Hampshire.....	22,539.75	22,789.96	24,648.48	30,386.61	32,983.26	35,579.91
New Jersey.....	100,012.48	118,764.06	133,561.71	148,359.34	177,954.62	207,549.90
New Mexico.....	22,110.85	23,619.74	25,056.37	31,492.99	34,366.24	37,230.49
New York.....	360,663.75	390,225.84	438,821.74	487,417.64	584,609.45	681,801.27
North Carolina.....	81,306.18	98,331.82	110,668.89	123,005.97	147,680.12	172,354.27
North Dakota.....	28,014.97	31,301.41	34,018.31	41,735.22	47,169.02	52,602.82
Ohio.....	184,033.70	217,861.26	245,053.28	272,245.31	326,629.36	381,013.41
Oklahoma.....	61,411.69	77,733.33	87,477.73	97,222.14	116,710.96	136,199.77
Oregon.....	28,338.78	32,337.65	36,060.59	39,783.53	47,229.42	54,675.30
Pennsylvania.....	297,369.59	329,799.07	370,960.18	412,121.29	494,443.52	576,765.74
Rhode Island.....	30,506.78	31,405.74	34,140.03	41,874.32	47,342.90	52,811.48
South Carolina.....	55,871.31	64,733.73	72,857.04	80,980.35	97,226.97	113,473.58
South Dakota.....	27,847.68	30,602.30	33,202.68	40,803.06	46,003.83	51,204.59
Tennessee.....	81,045.08	89,612.89	100,847.07	112,081.25	134,549.60	157,017.97
Texas.....	145,183.11	178,352.94	200,895.68	223,038.42	267,723.90	312,409.38
Utah.....	20,187.80	22,825.79	24,963.42	30,000.00	31,376.32	35,651.58
Vermont.....	20,000.00	22,074.97	23,254.13	30,000.00	31,791.61	34,149.93
Virginia.....	76,730.86	88,419.02	99,499.65	110,580.29	132,741.56	154,902.82
Washington.....	43,947.16	51,473.91	57,905.11	64,336.32	77,198.71	90,061.12
West Virginia.....	45,220.40	56,123.02	63,159.55	70,196.07	84,269.13	98,342.19
Wisconsin.....	88,828.29	100,145.81	112,669.72	125,193.64	150,241.48	175,289.31
Wyoming.....	20,000.00	20,000.00	20,000.00	30,000.00	30,000.00	30,000.00

¹ State allotments will be affected by reapportionments of total grants under the census of 1930, and each succeeding census.

² Apportionment based on 1910 census.

TABLE 3.—*Allotment of Federal Vocational Education funds to the States for the year ending June 30, 1921.*

State.	Total.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
		Total.	Agriculture. For salaries of teachers, supervisors, and directors.	Trade, industry, and home economics. For salaries of teachers.	Teacher training. For salaries of teachers and maintenance of teacher training.	Total.	Agriculture. For salaries of teachers, supervisors, and directors. To guarantee minimum of \$5,000.	Trade, industry, and home economics. For salaries of teachers. To guarantee minimum of \$5,000.	Teacher training. For salaries of teachers and maintenance of teacher training. To guarantee minimum of \$10,000.
United States.....	\$3,632,177.37	\$3,500,000.00	\$1,250,000.00	\$1,250,000.00	\$1,000,000.00	\$132,177.37	\$16,875.30	\$27,073.99	\$88,228.08
Alabama.....	79,054.29	79,054.29	44,774.62	10,948.53	23,331.14	23,331.14			
Arizona.....	20,000.00	7,673.56	3,573.90	1,899.72	2,220.94	2,220.94			
Arkansas.....	57,917.73	94,746.87	34,746.87	5,990.48	17,180.58	17,180.58	1,426.10	3,130.28	7,770.06
California.....	92,378.70	92,378.70	22,984.70	43,439.90	25,944.10	25,944.10			
Colorado.....	31,950.14	30,669.18	9,984.62	11,965.52	8,719.04	1,280.96			1,280.96
Connecticut.....	46,715.31	44,626.84	2,910.83	29,551.45	12,164.36	2,089.17			
Delaware.....	20,000.00	5,000.00	2,665.65	2,334.35	2,207.76	2,334.35			7,792.24
Florida.....	29,939.65	13,514.47	6,475.18	8,039.29	8,212.68	1,787.32			1,787.32
Georgia.....	95,836.22	52,444.73	15,920.45	13,920.45	23,471.04	9,331.16			6,447.08
Idaho.....	21,476.75	6,476.75	6,476.75						
Illinois.....	219,043.37	54,754.57	102,764.80	102,764.80	61,529.00				
Indiana.....	102,719.35	39,439.63	39,439.63	39,439.63	29,472.30				
Iowa.....	83,504.23	39,127.45	39,127.45	20,099.80	24,276.98				
Kansas.....	63,370.24	30,323.85	14,594.55	14,594.55	18,451.84				
Kentucky.....	85,338.17	43,983.70	43,983.70	16,416.75	24,987.72				
Louisiana.....	62,129.23	29,379.40	29,379.40	14,675.13	18,074.70				
Maine.....	30,416.25	9,142.25	9,142.25	11,274.00	8,100.84	1,899.16			1,899.16
Maryland.....	49,727.55	16,139.02	16,139.02	19,453.65	14,134.98				
Massachusetts.....	135,214.44	6,105.73	92,373.97	92,373.97	26,784.74				
Michigan.....	107,454.78	37,557.45	37,557.45	37,557.45	30,664.96				
Minnesota.....	78,821.38	31,039.55	31,039.55	25,131.45	22,650.38				
Mississippi.....	66,007.12	40,298.48	40,298.48	6,127.32	19,610.32				
Missouri.....	125,298.86	47,937.88	47,937.88	41,343.70	35,987.28				
Montana.....	21,145.85	5,000.00	5,000.00	5,000.00	14,192.79	6,953.06			5,896.46
Nevada.....	20,000.00	5,000.00	5,000.00	5,000.00	1,735.30	10,976.13	3,264.70	4,604.92	9,106.56

STATEMENT OF POLICIES.

Nebraska.....	44,521.95	22,324.77	9,187.60	13,009.58	5,856.84	555.30	13,009.58	5,856.84	555.30	5,301.54
New Hampshire.....	22,539.76	15,956.72	7,539.75	10,000.00	16,032.91	4,444.70	7,539.75	10,000.00	4,444.70	6,498.46
New Jersey.....	100,012.48	5,000.00	56,399.88	27,085.88	100,012.48	15,956.72	56,399.88	27,085.88	15,956.72	27,695.88
New Mexico.....	22,110.85	7,110.85	5,000.00	12,068.84	7,110.85	7,110.85	1,376.45	3,571.54	10,052.01	6,428.46
New York.....	380,663.75	48,839.00	212,375.87	95,448.88	380,663.75	48,839.00	212,375.87	95,448.88	48,839.00	99,448.88
North Carolina.....	81,306.18	47,818.02	9,412.88	24,075.28	81,306.18	47,818.02	9,412.88	24,075.28	47,818.02	3,130.97
North Dakota.....	28,014.97	13,014.97	5,000.00	10,000.00	21,180.90	13,014.97	1,809.03	6,206.90	6,834.07	3,703.10
Ohio.....	184,033.70	33,242.80	73,771.50	62,019.40	184,033.70	33,242.80	73,771.50	62,019.40	33,242.80	18,083.08
Oklahoma.....	61,411.69	33,866.03	9,462.58	18,083.08	61,411.69	33,866.03	9,462.58	18,083.08	33,866.03	2,658.70
Oregon.....	28,338.78	9,263.25	9,075.53	10,000.00	25,080.08	9,263.25	9,075.53	7,341.30	2,658.70	
Pennsylvania.....	207,390.59	76,861.98	136,864.97	83,642.64	207,390.59	76,861.98	136,864.97	83,642.64	76,861.98	4,078.98
Rhode Island.....	30,506.78	5,000.00	15,506.78	5,000.00	21,882.62	454.82	15,506.78	5,000.00	4,545.18	3,628.54
South Carolina.....	55,871.31	32,689.90	6,645.17	16,536.24	55,871.31	32,689.90	6,645.17	16,536.24	6,362.37	2,733.83
South Dakota.....	12,847.68	5,000.00	2,290.17	12,847.68	21,456.31	12,847.68	2,290.17	6,371.46	23,840.68	
Tennessee.....	81,046.08	44,168.78	13,035.62	23,840.68	81,046.08	44,168.78	13,035.62	23,840.68	44,168.78	3,628.54
Texas.....	145,183.11	74,936.80	27,726.77	42,519.54	145,183.11	74,936.80	27,726.77	42,519.54	74,936.80	5,925.94
Utah.....	20,187.80	5,076.53	5,111.27	10,000.00	13,614.56	5,076.53	5,111.27	4,074.06	5,925.94	6,115.76
Vermont.....	20,000.00	5,000.00	5,000.00	10,000.00	13,614.56	4,737.00	4,993.30	3,884.24	263.00	6,115.76
Virginia.....	76,730.86	40,149.93	14,084.37	22,496.56	76,730.86	40,149.93	14,084.37	22,496.56	40,149.93	
Washington.....	48,947.16	13,588.45	17,897.17	12,461.54	48,947.16	13,588.45	17,897.17	12,461.54	13,588.45	
West Virginia.....	45,220.40	25,149.42	6,745.98	13,325.00	45,220.40	25,149.42	6,745.98	13,325.00	25,149.42	8,407.22
Wisconsin.....	88,828.29	33,677.05	29,683.88	25,467.36	88,828.29	33,677.05	29,683.88	25,467.36	33,677.05	3,722.55
Wyoming.....	20,000.00	5,000.00	5,000.00	10,000.00	5,472.73	2,602.50	1,277.45	1,592.78	2,397.50	

Nevada.....	20,000.00	5,000.00	5,000.00	10,000.00	2,973.73	1,813.68	424.75	735.30	17,023.27	3,186.32	4,575.25	9,284.70
New Hampshire.....	22,789.96	7,789.96	10,000.00	10,000.00	16,764.73	4,765.85	7,789.96	4,208.89	6,025.23	234.12		5,791.17
New Jersey.....	118,764.06	68,914.69	29,878.23	29,878.23	118,764.06	19,871.14	68,914.69	29,978.23				
New Mexico.....	23,619.74	8,619.74	10,000.00	10,000.00	13,851.55	8,619.74	1,808.81	3,423.00	9,768.19		3,191.19	6,577.00
New York.....	390,225.84	239,184.56	95,650.39	95,650.39	390,225.84	52,380.89	239,184.56	98,650.39				
North Carolina.....	98,331.82	13,654.37	24,309.38	24,309.38	98,331.82	60,368.07	13,654.37	24,309.38				
North Dakota.....	31,301.41	5,000.00	10,000.00	10,000.00	24,903.14	16,301.41	2,457.02	6,144.71	6,398.27		2,542.98	3,855.29
Ohio.....	217,861.26	102,390.00	54,709.10	54,709.10	217,861.26	60,762.16	102,390.00	54,709.10				
Oklahoma.....	77,733.33	43,444.61	19,266.88	19,266.88	77,733.33	43,444.61	15,021.84	19,266.88				
Oregon.....	32,337.65	10,887.94	10,000.00	10,000.00	29,779.15	11,449.71	10,887.94	7,441.50	2,558.50			2,558.50
Pennsylvania.....	329,799.07	156,149.84	82,832.38	82,832.38	329,799.07	90,816.85	156,149.84	82,832.38				
Rhode Island.....	31,405.74	16,405.74	10,000.00	10,000.00	22,591.02	444.05	16,405.74	5,741.23	8,814.72	4,555.95		4,258.77
South Carolina.....	64,733.73	8,186.08	15,993.88	15,993.88	64,733.73	40,553.77	8,186.08	15,993.88				
South Dakota.....	30,602.30	5,000.00	10,000.00	10,000.00	24,455.86	15,602.30	2,836.63	6,046.63	6,116.74	2,163.37		3,933.37
Tennessee.....	89,612.89	17,019.61	22,207.52	22,207.52	89,612.89	50,385.46	17,019.61	22,207.52				
Texas.....	178,352.94	42,120.89	44,296.50	44,296.50	178,352.94	91,935.55	42,120.89	44,296.50				
Utah.....	22,825.78	6,002.95	10,000.00	10,000.00	17,094.65	6,822.84	6,002.95	4,288.86	5,731.14			5,731.14
Vermont.....	22,074.97	5,000.00	10,000.00	10,000.00	13,485.01	7,074.97	3,062.29	3,347.75	8,589.96		1,937.71	6,652.25
Virginia.....	88,419.02	18,767.11	21,935.22	21,935.22	88,419.02	47,716.69	18,767.11	21,935.22				
Washington.....	51,473.91	20,848.56	12,886.69	12,886.69	51,473.91	17,738.66	20,848.56	12,886.69				
West Virginia.....	56,123.02	10,275.02	13,903.85	13,903.85	56,123.02	31,944.15	10,275.02	13,903.85				
Wisconsin.....	100,145.81	34,655.05	25,002.29	25,002.29	100,145.81	40,488.47	34,655.05	25,002.29				
Wyoming.....	20,000.00	5,000.00	10,000.00	10,000.00	7,442.86	3,999.36	1,598.88	1,846.64	12,557.14	1,000.64	3,403.14	8,153.36

TABLE 5.—Allotment of Federal vocational education funds to States for the year ending June 30, 1923.

State.	Total.	Allotted on the basis of population.				Special allotment to guarantee minimum.			
		Total.	Agriculture: For salaries of teachers, supervisors, and directors.	Trade, industry, and home economics: For salaries of teachers.	Teacher training: For salaries of teachers and maintenance of teacher training.	Total.	Agriculture: For salaries of teachers, supervisors, and directors.	Trade, industry, and home economics: For salaries of teachers.	Teacher training: For salaries of teachers and maintenance of teacher training.
United States.....	\$4,615,159.32	\$1,759,219.51	\$1,769,174.36	\$1,086,765.93	\$4,500,000.00	\$1,750,000.00	\$1,750,000.00	\$1,750,000.00	\$1,000,000.00
Alabama.....	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92
Arizona.....	22,375.20	7,375.20	5,000.00	10,000.00	14,367.41	7,375.20	3,817.97	3,174.24	22,375.20
Arkansas.....	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33
California.....	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48
Colorado.....	41,232.69	16,568.17	14,724.52	10,000.00	40,208.33	16,568.17	14,724.52	8,925.64	41,232.69
Connecticut.....	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21
Delaware.....	20,000.00	5,000.00	5,000.00	10,000.00	9,322.11	5,000.00	3,480.56	2,118.33	20,000.00
Florida.....	42,416.41	20,857.12	11,539.29	10,000.00	41,616.01	20,857.12	11,539.29	9,193.60	42,416.41
Georgia.....	124,980.26	78,807.30	23,645.12	27,507.82	124,980.26	78,807.30	23,645.12	27,507.82	124,980.26
Idaho.....	25,690.07	10,650.07	5,000.00	10,000.00	18,619.43	10,650.07	3,867.02	4,102.34	25,690.07
Illinois.....	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46
Indiana.....	125,288.37	49,280.43	48,171.85	125,288.37	49,280.43	48,171.85	27,836.09	27,836.09	125,288.37
Iowa.....	103,315.00	52,037.72	28,441.23	103,315.00	52,037.72	28,441.23	28,441.23	28,441.23	103,315.00
Kansas.....	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52
Kentucky.....	104,241.12	60,704.09	20,581.20	104,241.12	60,704.09	20,581.20	20,581.20	22,955.83	104,241.12
Louisiana.....	39,843.70	39,843.70	20,406.43	17,084.23	39,843.70	39,843.70	20,406.43	17,084.23	39,843.70
Maine.....	35,679.68	15,947.92	9,731.76	32,975.13	32,975.13	15,947.92	9,731.76	7,295.45	35,679.68
Maryland.....	61,768.31	19,753.88	28,243.94	61,768.31	19,753.88	28,243.94	28,243.94	13,770.49	61,768.31
Massachusetts.....	162,065.10	6,880.64	118,581.52	36,563.94	162,065.10	6,880.64	118,581.52	36,563.94	162,065.10
Michigan.....	186,241.98	48,576.29	72,819.05	34,846.64	186,241.98	48,576.29	72,819.05	34,846.64	186,241.98
Minnesota.....	102,304.84	45,407.36	34,161.92	22,675.56	102,304.84	45,407.36	34,161.92	22,675.56	102,304.84
Mississippi.....	146,781.23	52,785.71	7,800.54	17,094.27	146,781.23	52,785.71	7,800.54	17,094.27	146,781.23
Missouri.....	146,781.23	61,863.81	51,531.94	32,333.48	146,781.23	61,863.81	51,531.94	32,333.48	146,781.23
Montana.....	2,580.58	5,587.63	12,830.58	10,000.00	2,580.58	5,587.63	12,830.58	5,213.96	2,580.58
Nebraska.....	55,816.59	30,335.79	13,166.72	12,314.33	55,816.59	30,335.79	13,166.72	12,314.33	55,816.59
United States.....	\$4,615,159.32	\$1,759,219.51	\$1,769,174.36	\$1,086,765.93	\$4,500,000.00	\$1,750,000.00	\$1,750,000.00	\$1,000,000.00	\$4,615,159.32
Alabama.....	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92
Arizona.....	22,375.20	7,375.20	5,000.00	10,000.00	14,367.41	7,375.20	3,817.97	3,174.24	22,375.20
Arkansas.....	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33
California.....	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48
Colorado.....	41,232.69	16,568.17	14,724.52	10,000.00	40,208.33	16,568.17	14,724.52	8,925.64	41,232.69
Connecticut.....	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21
Delaware.....	20,000.00	5,000.00	5,000.00	10,000.00	9,322.11	5,000.00	3,480.56	2,118.33	20,000.00
Florida.....	42,416.41	20,857.12	11,539.29	10,000.00	41,616.01	20,857.12	11,539.29	9,193.60	42,416.41
Georgia.....	124,980.26	78,807.30	23,645.12	27,507.82	124,980.26	78,807.30	23,645.12	27,507.82	124,980.26
Idaho.....	25,690.07	10,650.07	5,000.00	10,000.00	18,619.43	10,650.07	3,867.02	4,102.34	25,690.07
Illinois.....	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46
Indiana.....	125,288.37	49,280.43	48,171.85	125,288.37	49,280.43	48,171.85	27,836.09	27,836.09	125,288.37
Iowa.....	103,315.00	52,037.72	28,441.23	103,315.00	52,037.72	28,441.23	28,441.23	28,441.23	103,315.00
Kansas.....	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52
Kentucky.....	104,241.12	60,704.09	20,581.20	104,241.12	60,704.09	20,581.20	20,581.20	22,955.83	104,241.12
Louisiana.....	39,843.70	39,843.70	20,406.43	17,084.23	39,843.70	39,843.70	20,406.43	17,084.23	39,843.70
Maine.....	35,679.68	15,947.92	9,731.76	32,975.13	32,975.13	15,947.92	9,731.76	7,295.45	35,679.68
Maryland.....	61,768.31	19,753.88	28,243.94	61,768.31	19,753.88	28,243.94	28,243.94	13,770.49	61,768.31
Massachusetts.....	162,065.10	6,880.64	118,581.52	36,563.94	162,065.10	6,880.64	118,581.52	36,563.94	162,065.10
Michigan.....	186,241.98	48,576.29	72,819.05	34,846.64	186,241.98	48,576.29	72,819.05	34,846.64	186,241.98
Minnesota.....	102,304.84	45,407.36	34,161.92	22,675.56	102,304.84	45,407.36	34,161.92	22,675.56	102,304.84
Mississippi.....	146,781.23	52,785.71	7,800.54	17,094.27	146,781.23	52,785.71	7,800.54	17,094.27	146,781.23
Missouri.....	146,781.23	61,863.81	51,531.94	32,333.48	146,781.23	61,863.81	51,531.94	32,333.48	146,781.23
Montana.....	2,580.58	5,587.63	12,830.58	10,000.00	2,580.58	5,587.63	12,830.58	5,213.96	2,580.58
Nebraska.....	55,816.59	30,335.79	13,166.72	12,314.33	55,816.59	30,335.79	13,166.72	12,314.33	55,816.59
United States.....	\$4,615,159.32	\$1,759,219.51	\$1,769,174.36	\$1,086,765.93	\$4,500,000.00	\$1,750,000.00	\$1,750,000.00	\$1,000,000.00	\$4,615,159.32
Alabama.....	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92
Arizona.....	22,375.20	7,375.20	5,000.00	10,000.00	14,367.41	7,375.20	3,817.97	3,174.24	22,375.20
Arkansas.....	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33
California.....	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48
Colorado.....	41,232.69	16,568.17	14,724.52	10,000.00	40,208.33	16,568.17	14,724.52	8,925.64	41,232.69
Connecticut.....	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21
Delaware.....	20,000.00	5,000.00	5,000.00	10,000.00	9,322.11	5,000.00	3,480.56	2,118.33	20,000.00
Florida.....	42,416.41	20,857.12	11,539.29	10,000.00	41,616.01	20,857.12	11,539.29	9,193.60	42,416.41
Georgia.....	124,980.26	78,807.30	23,645.12	27,507.82	124,980.26	78,807.30	23,645.12	27,507.82	124,980.26
Idaho.....	25,690.07	10,650.07	5,000.00	10,000.00	18,619.43	10,650.07	3,867.02	4,102.34	25,690.07
Illinois.....	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46	70,798.76	143,122.33	61,604.37	275,525.46
Indiana.....	125,288.37	49,280.43	48,171.85	125,288.37	49,280.43	48,171.85	27,836.09	27,836.09	125,288.37
Iowa.....	103,315.00	52,037.72	28,441.23	103,315.00	52,037.72	28,441.23	28,441.23	28,441.23	103,315.00
Kansas.....	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52	39,195.06	20,075.10	16,806.36	76,076.52
Kentucky.....	104,241.12	60,704.09	20,581.20	104,241.12	60,704.09	20,581.20	20,581.20	22,955.83	104,241.12
Louisiana.....	39,843.70	39,843.70	20,406.43	17,084.23	39,843.70	39,843.70	20,406.43	17,084.23	39,843.70
Maine.....	35,679.68	15,947.92	9,731.76	32,975.13	32,975.13	15,947.92	9,731.76	7,295.45	35,679.68
Maryland.....	61,768.31	19,753.88	28,243.94	61,768.31	19,753.88	28,243.94	28,243.94	13,770.49	61,768.31
Massachusetts.....	162,065.10	6,880.64	118,581.52	36,563.94	162,065.10	6,880.64	118,581.52	36,563.94	162,065.10
Michigan.....	186,241.98	48,576.29	72,819.05	34,846.64	186,241.98	48,576.29	72,819.05	34,846.64	186,241.98
Minnesota.....	102,304.84	45,407.36	34,161.92	22,675.56	102,304.84	45,407.36	34,161.92	22,675.56	102,304.84
Mississippi.....	146,781.23	52,785.71	7,800.54	17,094.27	146,781.23	52,785.71	7,800.54	17,094.27	146,781.23
Missouri.....	146,781.23	61,863.81	51,531.94	32,333.48	146,781.23	61,863.81	51,531.94	32,333.48	146,781.23
Montana.....	2,580.58	5,587.63	12,830.58	10,000.00	2,580.58	5,587.63	12,830.58	5,213.96	2,580.58
Nebraska.....	55,816.59	30,335.79	13,166.72	12,314.33	55,816.59	30,335.79	13,166.72	12,314.33	55,816.59
United States.....	\$4,615,159.32	\$1,759,219.51	\$1,769,174.36	\$1,086,765.93	\$4,500,000.00	\$1,750,000.00	\$1,750,000.00	\$1,000,000.00	\$4,615,159.32
Alabama.....	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92	62,602.75	16,545.61	22,305.56	101,433.92
Arizona.....	22,375.20	7,375.20	5,000.00	10,000.00	14,367.41	7,375.20	3,817.97	3,174.24	22,375.20
Arkansas.....	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33	49,762.91	9,437.05	16,644.37	75,844.33
California.....	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48	37,283.09	75,748.27	32,552.12	145,583.48
Colorado.....	41,232.69	16,568.17	14,724.52	10,000.00	40,208.33	16,568.17	14,724.52	8,925.64	41,232.69
Connecticut.....	58,658.21	15,125.65	30,417.80	13,114.76	58,658.21	15,125.65	30,417.80	13	

Nevada.....	20,000.00	5,000.00	10,000.00	3,345.80	2,115.95	495.54	735.30	16,653.20	2,884.04	4,504.46	9,264.70
New Hampshire.....	24,848.48	9,083.28	10,000.00	18,857.37	5,660.20	9,088.28	4,208.80	5,781.11	.....	.....	5,781.11
New Jersey.....	133,561.71	80,400.48	20,078.23	183,561.71	23,183.00	80,400.48	20,078.23	.....	.....	.....	.....
New Mexico.....	25,056.37	6,000.00	10,000.00	15,589.05	10,056.37	2,110.28	3,423.00	9,406.72	2,898.72	6,577.00	.....
New York.....	438,821.74	279,043.65	98,660.39	438,821.74	61,122.70	279,043.65	98,660.39	.....	.....	.....	.....
North Carolina.....	110,668.89	15,930.10	24,309.38	110,668.89	70,429.41	15,930.10	24,309.38	.....	.....	.....	.....
North Dakota.....	34,018.31	5,000.00	10,000.00	23,028.94	19,018.31	2,966.62	6,144.71	5,988.77	2,133.48	3,855.29	.....
Ohio.....	245,053.28	64,709.10	64,709.10	245,053.28	70,889.18	119,455.00	64,709.10	.....	.....	.....	.....
Oklahoma.....	57,477.73	17,525.48	19,266.88	87,477.73	50,685.37	17,525.48	19,266.88	.....	.....	.....	.....
Oregon.....	36,060.59	13,357.99	10,000.00	33,502.09	13,357.99	12,702.60	7,441.50	2,588.50	.....	.....	2,588.50
Pennsylvania.....	370,960.18	182,174.81	82,832.38	370,960.18	105,952.99	182,174.81	82,832.38	.....	.....	.....	.....
Rhode Island.....	34,140.03	5,000.00	10,000.00	25,399.31	618.05	19,140.03	5,741.23	8,740.72	4,481.95	4,288.77	.....
South Carolina.....	72,857.04	9,550.43	15,993.83	72,857.04	47,312.73	9,550.43	15,993.83	.....	.....	.....	.....
South Dakota.....	33,202.68	5,000.00	10,000.00	27,558.71	18,202.68	8,309.40	5,046.63	5,643.97	1,690.60	3,953.37	.....
Tennessee.....	100,847.07	19,846.22	22,207.82	100,847.07	58,783.03	19,846.22	22,207.82	.....	.....	.....	.....
Texas.....	200,695.68	49,141.03	44,206.50	200,695.68	107,258.15	49,141.03	44,206.50	.....	.....	.....	.....
Utah.....	24,983.42	7,950.98	10,000.00	19,232.28	7,950.98	7,003.44	4,263.96	5,781.14	.....	.....	5,781.14
Vermont.....	23,254.13	5,000.00	10,000.00	15,174.55	8,254.13	3,572.67	3,347.75	8,079.58	1,427.83	6,652.25	.....
Virginia.....	99,499.65	21,894.96	21,935.22	99,499.65	55,669.47	21,894.96	21,935.22	.....	.....	.....	.....
Washington.....	57,905.11	20,605.10	12,860.69	37,905.11	20,605.10	24,323.32	12,860.69	.....	.....	.....	.....
West Virginia.....	63,159.55	37,208.18	13,993.85	63,159.55	37,208.18	11,987.52	13,993.85	.....	.....	.....	.....
Wisconsin.....	112,669.72	40,430.89	26,002.29	112,669.72	47,236.54	40,430.89	26,002.29	.....	.....	.....	.....
Wyoming.....	20,000.00	5,000.00	10,000.00	8,375.56	4,645.92	1,833.00	1,846.04	11,624.44	334.08	3,137.00	8,153.36

Nevada.....	30,000.00	10,000.00	10,000.00	10,000.00	3,719.87	2,418.24	556.33	735.30	25,280.13	7,581.76	9,433.67	9,264.70
New Hampshire.....	30,386.61	10,000.00	10,386.61	10,000.00	20,950.01	6,354.51	10,386.61	4,208.89	9,436.60	3,645.49	---	5,791.11
New Jersey.....	148,359.34	26,494.85	91,886.26	29,978.23	148,359.34	26,494.85	91,886.26	29,978.23	---	---	---	---
New Mexico.....	31,492.99	11,492.99	10,000.00	10,000.00	17,927.74	11,492.99	2,411.73	3,423.00	14,166.25	---	7,588.25	6,577.00
New York.....	487,417.64	60,854.51	318,912.74	98,650.39	487,417.64	60,854.51	318,912.74	98,650.39	---	---	---	---
North Carolina.....	123,005.97	80,490.76	18,205.83	24,309.38	123,005.97	80,490.76	18,205.83	24,309.38	---	---	---	---
North Dakota.....	41,733.22	21,735.22	10,000.00	10,000.00	31,155.96	21,735.22	3,276.03	6,144.71	10,579.26	6,723.97	---	3,555.29
Ohio.....	272,245.31	81,016.21	136,520.00	54,709.10	272,245.31	81,016.21	136,520.00	54,709.10	---	---	---	---
Oklahoma.....	97,222.14	57,926.14	20,029.12	19,266.88	97,222.14	57,926.14	20,029.12	19,266.88	---	---	---	---
Oregon.....	38,783.53	15,266.28	14,517.25	10,000.00	37,225.03	15,266.28	14,517.25	7,441.50	2,558.50	---	---	2,558.50
Pennsylvania.....	412,121.29	121,089.13	208,199.78	82,832.38	412,121.29	121,089.13	208,199.78	82,832.38	---	---	---	---
Rhode Island.....	41,874.32	21,874.32	10,000.00	10,000.00	28,207.61	21,874.32	21,874.32	5,741.23	13,666.71	9,407.94	---	4,258.77
South Carolina.....	80,980.35	54,071.70	10,914.77	15,993.88	80,980.35	54,071.70	10,914.77	15,993.88	---	---	---	---
South Dakota.....	40,803.06	20,803.06	10,000.00	10,000.00	30,631.86	20,803.06	3,782.17	6,046.63	10,171.20	---	6,217.83	3,953.37
Tennessee.....	112,081.25	67,180.61	22,692.82	22,207.82	112,081.25	67,180.61	22,692.82	22,207.82	---	---	---	---
Texas.....	223,038.42	122,580.74	56,161.18	44,296.50	223,038.42	122,580.74	56,161.18	44,296.50	---	---	---	---
Utah.....	30,000.00	10,000.00	10,000.00	10,000.00	21,869.92	9,097.13	8,003.93	4,208.86	8,630.08	902.87	1,996.07	5,731.14
Vermont.....	30,000.00	10,000.00	10,000.00	10,000.00	16,864.09	9,433.29	4,083.05	3,347.75	13,135.91	566.71	5,916.95	6,652.25
Virginia.....	110,580.29	63,622.25	25,022.82	21,935.22	110,580.29	63,622.25	25,022.82	21,935.22	---	---	---	---
Washington.....	64,336.32	23,651.55	27,798.08	12,886.69	64,336.32	23,651.55	27,798.08	12,886.69	---	---	---	---
West Virginia.....	70,196.07	42,592.20	13,700.02	13,903.85	70,196.07	42,592.20	13,700.02	13,903.85	---	---	---	---
Wisconsin.....	125,193.64	53,984.62	46,206.73	25,002.29	125,193.64	53,984.62	46,206.73	25,002.29	---	---	---	---
Wyoming.....	30,000.00	10,000.00	10,000.00	10,000.00	9,308.26	5,332.48	2,129.14	1,846.64	20,691.74	4,667.52	7,870.86	8,153.36

STATEMENT OF POLICIES.

Nevada.....	30,000.00	10,000.00	10,000.00	10,000.00	4,466.01	3,022.80	707.91	735.30	25,533.99	6,977.20	9,292.09	9,284.70
New Hampshire.....	327,983.26	10,000.00	12,983.26	10,000.00	25,135.29	7,943.14	12,983.26	4,208.89	7,847.97	2,056.36		5,791.11
New Jersey.....	177,954.62	33,118.57	114,857.62	29,978.23	177,954.62	33,118.57	114,857.62	29,978.23				
New Mexico.....	344,366.24	14,366.24	10,000.00	20,803.93	20,803.93	14,366.24	3,014.69	3,423.00	13,562.31		6,965.31	6,577.00
New York.....	384,609.45	398,640.92	10,000.00	98,650.39	584,609.45	87,318.14	398,640.92	98,650.39				
North Carolina.....	147,680.12	100,613.45	22,757.29	24,309.38	147,680.12	100,613.45	22,757.29	24,309.38				
North Dakota.....	47,169.02	27,169.02	10,000.00	10,000.00	37,408.76	27,169.02	4,095.03	6,144.71	9,760.26		5,904.97	3,555.26
Ohio.....	326,624.36	101,270.26	170,650.00	54,709.10	326,624.36	101,270.26	170,650.00	54,709.10				
Oklahoma.....	22,037.68	25,038.40	116,710.96	19,266.88	116,710.96	72,407.68	25,038.40	19,266.88				
Oregon.....	47,223.42	19,082.85	18,146.57	10,000.00	44,670.92	19,082.85	18,146.57	7,441.50	2,568.50			2,558.50
Pennsylvania.....	494,343.52	151,361.41	260,249.78	82,832.38	494,343.52	151,361.41	260,249.78	82,832.38				
Rhode Island.....	47,342.90	27,342.90	27,342.90	33,824.61	33,824.61	740.08	27,342.90	5,741.23	13,518.69	9,259.92		4,253.77
South Carolina.....	97,226.97	67,589.62	13,643.47	15,993.88	97,226.97	67,589.62	13,643.47	15,993.88				
South Dakota.....	46,003.83	28,003.83	10,000.00	36,778.18	36,778.18	26,003.83	4,727.72	6,046.63	9,225.65	5,272.28		3,953.37
Tennessee.....	134,549.60	83,975.76	23,366.02	20,207.82	134,549.60	83,975.76	23,366.02	22,207.82				
Texas.....	267,723.90	153,225.92	70,201.48	44,296.50	267,723.90	153,225.92	70,201.48	44,296.50				
Utah.....	31,376.32	11,371.41	10,004.91	10,000.00	25,645.18	11,371.41	10,004.91	4,208.86	5,731.14			5,731.14
Vermont.....	31,791.61	11,791.61	10,000.00	10,000.00	20,243.17	11,791.61	5,103.81	3,347.75	11,548.44			6,652.25
Virginia.....	132,741.56	79,527.82	31,278.52	21,935.22	132,741.56	79,527.82	31,278.52	21,935.22				
Washington.....	77,198.71	29,564.43	84,747.59	12,886.69	77,198.71	29,564.43	34,747.59	12,886.69				
West Virginia.....	84,269.13	17,125.03	57,758.41	13,903.85	84,269.13	57,758.41	17,125.03	13,903.85				
Wisconsin.....	150,241.48	67,490.78	25,002.28	25,002.28	150,241.48	67,490.78	25,002.28	25,002.28				
Wyoming.....	30,000.00	10,000.00	10,000.00	10,000.00	11,173.67	6,665.60	2,661.43	1,846.64	18,826.33	3,334.40	7,338.57	8,153.36

	30,000.00	10,000.00	10,000.00	10,000.00	5,212.16	3,627.36	849.50	735.30	24,787.84	6,372.64	9,150.50	9,264.70
Nevada.....	35,579.91	10,000.00	10,000.00	10,000.00	29,320.56	9,531.76	15,579.91	4,208.80	6,259.35	468.24	.....	5,791.11
New Hampshire.....	207,549.90	137,829.39	39,742.28	29,978.23	207,549.90	39,742.28	137,829.39	29,978.23	.....	.....	.....	.....
New Jersey.....	37,293.49	10,000.00	10,000.00	10,000.00	24,280.12	17,239.49	3,617.63	3,423.00	12,959.37	6,382.37	.....	6,577.00
New Mexico.....	681,801.27	478,369.11	104,781.77	98,650.39	681,801.27	104,781.77	478,369.11	98,650.39	.....	.....	.....	.....
New York.....	172,354.27	27,308.75	120,736.14	24,309.38	172,354.27	120,736.14	27,308.75	24,309.38	.....	.....	.....	.....
North Carolina.....	52,602.82	10,000.00	32,602.82	10,000.00	43,661.57	32,602.82	4,914.04	6,144.71	8,941.25	5,085.96	.....	3,855.29
North Dakota.....	381,013.41	204,780.00	121,524.31	54,709.10	381,013.41	121,524.31	204,780.00	54,709.10	.....	.....	.....	.....
Ohio.....	136,193.77	86,883.21	30,043.68	19,266.88	136,193.77	86,883.21	30,043.68	19,266.88	.....	.....	.....	.....
Oklahoma.....	54,675.30	22,894.42	21,775.88	10,000.00	52,116.80	22,894.42	21,775.88	7,441.50	2,558.50	.....	.....	2,558.50
Oregon.....	576,765.74	181,633.69	312,299.67	82,832.38	576,765.74	181,633.69	312,299.67	82,832.38	.....	.....	.....	.....
Pennsylvania.....	52,811.48	10,000.00	32,811.48	10,000.00	39,440.80	888.09	32,811.48	5,741.23	13,370.68	9,111.91	.....	4,258.77
Rhode Island.....	113,473.58	81,107.54	16,372.16	15,993.88	113,473.58	81,107.54	16,372.16	15,993.88	.....	.....	.....	.....
South Carolina.....	51,204.59	10,000.00	42,924.48	10,000.00	51,204.59	31,204.59	5,673.26	6,046.63	8,280.11	4,326.74	.....	3,953.37
South Dakota.....	157,017.97	34,039.23	100,770.92	22,207.82	157,017.97	100,770.92	34,039.23	22,207.82	.....	.....	.....	.....
Tennessee.....	312,409.38	84,241.77	183,871.11	44,296.50	312,409.38	183,871.11	84,241.77	44,296.50	.....	.....	.....	.....
Texas.....	35,651.58	13,645.69	12,005.80	10,000.00	29,020.44	13,645.69	12,005.80	4,268.86	5,731.14	.....	.....	5,731.14
Utah.....	34,149.93	10,000.00	23,622.55	10,000.00	34,149.93	14,149.93	6,124.57	3,347.75	10,527.68	3,875.43	.....	6,652.25
Vermont.....	154,902.82	95,433.38	37,534.22	21,935.22	154,902.82	95,433.38	37,534.22	21,935.22	.....	.....	.....	.....
Virginia.....	90,061.12	35,477.32	41,697.11	12,886.69	90,061.12	35,477.32	41,697.11	12,886.69	.....	.....	.....	.....
Washington.....	98,342.19	63,888.31	20,550.03	13,903.85	98,342.19	63,888.31	20,550.03	13,903.85	.....	.....	.....	.....
West Virginia.....	175,283.31	69,310.09	80,976.93	25,002.29	175,283.31	80,976.93	69,310.09	25,002.29	.....	.....	.....	.....
Wisconsin.....	30,000.00	10,000.00	10,000.00	10,000.00	13,039.07	7,998.72	3,193.71	1,846.64	16,980.93	2,001.28	6,806.29	8,153.36
Wyoming.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

¹ Allotments shown are on the basis of population in 1920. A reapportionment of total grants will be made on the basis of population in 1930, and each succeeding census.

TABLE 9.—*Availability of Federal teacher-training fund for each class of teacher training, by States, for fiscal years ending June 30, 1922, to 1930.¹*

State.	Allotment for teacher training.	Amount available for each class of teacher training.		Amount available for supervision of each class of teacher training: 15 per cent.
		Minimum: 20 per cent.	Maximum: 60 per cent.	
United States.....	\$1,086,765.93	\$217,353.19	\$652,059.56	\$163,014.89
Alabama.....	22,305.56	4,461.11	13,383.34	3,345.83
Arizona.....	10,000.00	2,000.00	6,000.00	1,500.00
Arkansas.....	16,644.37	3,328.87	9,986.62	2,496.66
California.....	32,552.12	6,510.42	19,531.27	4,882.82
Colorado.....	10,000.00	2,000.00	6,000.00	1,500.00
Connecticut.....	13,114.76	2,622.95	7,868.86	1,967.21
Delaware.....	10,000.00	2,000.00	6,000.00	1,500.00
Florida.....	10,000.00	2,000.00	6,000.00	1,500.00
Georgia.....	27,507.82	5,501.56	16,504.69	4,126.17
Idaho.....	10,000.00	2,000.00	6,000.00	1,500.00
Illinois.....	61,604.37	12,320.87	36,962.62	9,240.66
Indiana.....	27,836.09	5,567.22	16,701.65	4,175.41
Iowa.....	22,836.05	4,567.21	13,701.63	3,425.41
Kansas.....	16,806.36	3,361.27	10,083.82	2,520.95
Kentucky.....	22,955.83	4,591.17	13,773.50	3,443.37
Louisiana.....	17,084.23	3,416.85	10,250.54	2,562.63
Maine.....	10,000.00	2,000.00	6,000.00	1,500.00
Maryland.....	13,770.49	2,754.10	8,262.29	2,065.57
Massachusetts.....	36,593.94	7,318.79	21,956.36	5,489.09
Michigan.....	34,846.64	6,969.33	20,907.98	5,227.00
Minnesota.....	22,675.56	4,535.11	13,605.34	3,401.33
Mississippi.....	17,009.27	3,401.85	10,205.56	2,551.39
Missouri.....	32,335.48	6,467.10	19,401.29	4,850.32
Montana.....	10,000.00	2,000.00	6,000.00	1,500.00
Nebraska.....	12,314.38	2,462.88	7,388.63	1,847.16
Nevada.....	10,000.00	2,000.00	6,000.00	1,500.00
New Hampshire.....	10,000.00	2,000.00	6,000.00	1,500.00
New Jersey.....	29,978.23	5,995.65	17,986.94	4,496.73
New Mexico.....	10,000.00	2,000.00	6,000.00	1,500.00
New York.....	98,650.39	19,730.08	59,190.23	14,797.56
North Carolina.....	24,309.38	4,861.88	14,585.63	3,646.41
North Dakota.....	10,000.00	2,000.00	6,000.00	1,500.00
Ohio.....	54,709.10	10,941.82	32,825.46	8,206.36
Oklahoma.....	19,266.83	3,853.38	11,560.13	2,890.03
Oregon.....	10,000.00	2,000.00	6,000.00	1,500.00
Pennsylvania.....	82,832.38	16,566.48	49,699.43	12,424.86
Rhode Island.....	10,000.00	2,000.00	6,000.00	1,500.00
South Carolina.....	15,993.88	3,198.78	9,596.33	2,399.08
South Dakota.....	10,000.00	2,000.00	6,000.00	1,500.00
Tennessee.....	22,207.82	4,441.56	13,324.69	3,331.17
Texas.....	44,296.50	8,859.30	26,577.90	6,644.47
Utah.....	10,000.00	2,000.00	6,000.00	1,500.00
Vermont.....	10,000.00	2,000.00	6,000.00	1,500.00
Virginia.....	21,935.22	4,387.04	13,161.13	3,290.28
Washington.....	12,886.69	2,577.34	7,732.01	1,933.00
West Virginia.....	13,903.85	2,780.77	8,342.31	2,085.58
Wisconsin.....	25,002.29	5,000.46	15,001.37	3,750.34
Wyoming.....	10,000.00	2,000.00	6,000.00	1,500.00

¹ Maximum appropriation reached in 1922. Allotments remain constant until reapportionment under the census of 1930.

TABLE 10.—*Availability of Federal vocational education funds for home economics and for all-day and evening schools, by States, for the fiscal years ending June 30, 1922, to 1930.¹*

State and year.	Total allotment for trade, industry, and home economics.	Maximum amount available for home economics schools (20 per cent of total allotment).	Maximum amount available for all-day and evening schools (66⅔ per cent of total allotment).
United States:			
1922.....	\$1,523,074.10	\$304,614.82	\$1,015,382.73
1923.....	1,769,174.36	353,834.87	1,179,449.57
1924.....	2,067,179.97	413,435.99	1,378,119.98
1925.....	2,555,123.49	511,024.70	1,703,415.66
1926 ¹	3,046,148.19	609,229.64	2,030,765.46
Alabama:			
1922.....	14,181.95	2,836.39	9,454.63
1923.....	16,545.61	3,309.12	11,030.41
1924.....	18,909.27	3,781.85	12,606.18
1925.....	23,636.59	4,727.32	15,757.73
1926 ¹	28,363.90	5,672.78	18,909.26
Arizona:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Arkansas:			
1922.....	8,088.90	1,617.78	5,392.60
1923.....	9,437.05	1,887.41	6,291.36
1924.....	10,785.20	2,157.04	7,190.13
1925.....	13,481.50	2,696.30	8,987.67
1926 ¹	16,177.80	3,235.56	10,785.20
California:			
1922.....	64,927.09	12,985.42	43,284.73
1923.....	75,748.27	15,149.65	50,498.85
1924.....	86,569.45	17,313.89	57,712.97
1925.....	108,211.81	21,642.36	72,141.21
1926 ¹	129,854.18	25,970.84	86,569.45
Colorado:			
1922.....	12,621.02	2,524.20	8,414.01
1923.....	14,724.52	2,944.90	9,816.35
1924.....	16,828.02	3,365.60	11,218.68
1925.....	21,035.03	4,207.01	14,023.37
1926 ¹	25,242.03	5,048.41	16,828.07
Connecticut:			
1922.....	26,072.40	5,214.48	17,381.60
1923.....	30,417.80	6,083.56	20,278.53
1924.....	34,763.20	6,952.64	23,175.47
1925.....	43,454.00	8,690.80	28,999.33
1926 ¹	52,144.79	10,428.96	34,743.19
Delaware:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Florida:			
1922.....	9,907.96	1,981.59	6,605.31
1923.....	11,559.29	2,311.86	7,706.19
1924.....	13,210.62	2,642.12	8,807.08
1925.....	16,513.27	3,302.65	11,008.85
1926 ¹	19,815.02	3,963.18	13,210.61
Georgia:			
1922.....	20,267.26	4,053.45	13,511.51
1923.....	23,645.12	4,729.02	15,763.41
1924.....	27,023.02	5,404.60	18,015.35
1925.....	33,778.77	6,755.75	22,519.18
1926 ¹	40,534.53	8,106.91	27,023.02
Idaho:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Illinois:			
1922.....	122,676.28	24,535.26	81,784.19
1923.....	143,122.33	28,624.47	95,414.89
1924.....	163,568.38	32,713.68	109,045.69
1925.....	204,460.47	40,892.09	136,306.08
1926 ¹	245,352.57	49,070.51	163,568.38

¹ Maximum appropriation reached in 1926. Thereafter allotments remain constant until reapportionment under the census of 1930.

TABLE 10.—*Availability of Federal vocational education funds for home economics and for all-day and evening schools, by States, for the fiscal years ending June 30, 1922, to 1930*¹—Continued.

State and year.	Total allotment for trade, industry, and home economics.	Maximum amount available for home economics schools (20 per cent of total allotment).	Maximum amount available for all-day and evening schools (66 2/3 per cent of total allotment).
Indiana:			
1922.....	41,290.16	8,258.03	27,526.77
1923.....	48,171.85	9,634.37	32,114.57
1924.....	55,053.54	11,010.71	36,702.36
1925.....	68,816.93	13,763.39	45,877.95
1926 ¹	82,580.32	16,516.06	55,053.55
Iowa:			
1922.....	24,378.19	4,875.64	16,252.13
1923.....	28,441.23	5,688.25	18,960.82
1924.....	32,504.26	6,500.85	21,669.51
1925.....	40,630.32	8,126.06	27,086.88
1926 ¹	48,756.39	9,751.28	32,504.26
Kansas:			
1922.....	17,207.23	3,441.45	11,471.49
1923.....	20,075.10	4,015.02	13,383.40
1924.....	22,942.98	4,588.60	15,295.32
1925.....	28,678.72	5,735.74	19,119.15
1926 ¹	34,414.47	6,882.89	22,942.98
Kentucky:			
1922.....	17,641.03	3,528.21	11,760.69
1923.....	20,581.20	4,116.24	13,720.80
1924.....	23,521.37	4,704.27	15,680.91
1925.....	29,401.72	5,880.34	19,601.15
1926 ¹	35,282.06	7,056.41	23,521.37
Louisiana:			
1922.....	17,491.22	3,498.24	11,660.81
1923.....	20,406.43	4,081.29	13,604.29
1924.....	23,321.63	4,664.33	15,547.75
1925.....	29,152.04	5,830.41	19,434.69
1926 ¹	34,982.45	6,996.49	23,321.63
Maine:			
1922.....	8,341.51	1,668.30	5,561.01
1923.....	9,731.76	1,946.35	6,487.84
1924.....	11,122.02	2,224.40	7,414.68
1925.....	13,902.52	2,780.50	9,268.35
1926 ¹	16,683.02	3,336.60	11,122.01
Maryland:			
1922.....	24,209.09	4,841.82	16,139.39
1923.....	28,243.94	5,648.79	18,829.29
1924.....	32,278.79	6,455.76	21,519.19
1925.....	40,348.48	8,069.70	26,898.99
1926 ¹	48,418.18	9,683.64	32,278.79
Massachusetts:			
1922.....	101,641.30	20,328.26	67,760.87
1923.....	118,581.52	23,716.30	79,054.35
1924.....	135,521.74	27,104.35	90,347.83
1925.....	169,402.17	33,880.43	112,934.78
1926 ¹	203,282.61	40,656.52	135,521.74
Michigan:			
1922.....	63,416.33	12,483.27	41,610.69
1923.....	72,819.05	14,563.81	48,546.03
1924.....	83,221.77	16,644.35	55,451.18
1925.....	104,027.22	20,805.44	69,351.48
1926 ¹	124,832.66	24,966.53	83,221.77
Minnesota:			
1922.....	29,281.65	5,856.33	19,521.10
1923.....	34,161.92	6,832.38	22,774.61
1924.....	39,042.20	7,808.44	26,023.13
1925.....	48,802.75	9,760.55	32,535.17
1926 ¹	58,563.30	11,712.66	39,042.20
Mississippi:			
1922.....	6,686.18	1,337.24	4,457.45
1923.....	7,800.54	1,560.11	5,200.36
1924.....	10,000.00	2,000.00	6,666.67
1925.....	11,143.63	2,228.73	7,429.09
1926 ¹	13,372.36	2,674.47	8,914.91
Missouri:			
1922.....	44,187.38	8,827.48	29,458.25
1923.....	51,551.94	10,310.39	34,367.96
1924.....	58,916.50	11,783.30	39,277.67
1925.....	73,645.63	14,729.13	49,097.09
1926 ¹	88,374.76	17,674.95	58,916.51

¹ Maximum appropriation reached in 1926. Thereafter allotments remain constant until reapportionment under the census of 1930.

TABLE 10.—*Availability of Federal vocational education funds for home economics and for all-day and evening schools, by States, for the fiscal years ending June 30, 1922, to 1930*¹—Continued.

State and year.	Total allotment for trade, industry, and home economics.	Maximum amount available for home economics schools (20 per cent of total allotment).	Maximum amount available for all-day and evening schools (60 per cent of total allotment).
Montana:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,587.93	1,117.59	3,725.29
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Nebraska:			
1922.....	11,285.76	2,257.15	7,523.84
1923.....	13,166.72	2,633.34	8,777.81
1924.....	15,047.68	3,009.54	10,031.79
1925.....	18,809.60	3,761.92	12,539.73
1926 ¹	22,571.52	4,514.30	15,047.68
Nevada:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
New Hampshire:			
1922.....	7,789.96	1,557.99	5,193.31
1923.....	9,088.28	1,817.66	6,058.85
1924.....	10,386.61	2,077.32	6,924.41
1925.....	12,983.26	2,596.65	8,655.51
1926 ¹	15,579.91	3,115.98	10,386.61
New Jersey:			
1922.....	68,914.69	13,782.94	45,943.13
1923.....	80,400.48	16,080.10	53,600.32
1924.....	91,886.26	18,377.25	61,257.51
1925.....	114,857.82	22,971.56	76,571.88
1926 ¹	137,829.39	27,565.88	91,886.26
New Mexico:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
New York:			
1922.....	239,184.56	47,836.91	159,456.37
1923.....	279,048.65	55,809.73	186,032.43
1924.....	318,912.74	63,782.55	212,608.49
1925.....	398,640.92	79,728.18	265,760.61
1926 ¹	478,369.11	95,673.82	318,912.74
North Carolina:			
1922.....	13,654.37	2,730.87	9,102.91
1923.....	15,930.10	3,186.02	10,620.07
1924.....	18,205.83	3,641.17	12,137.22
1925.....	22,757.29	4,551.46	15,171.53
1926 ¹	27,308.75	5,461.75	18,205.83
North Dakota:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Ohio:			
1922.....	102,390.00	20,478.00	68,260.00
1923.....	119,455.90	23,891.00	79,636.67
1924.....	136,520.00	27,304.00	91,013.33
1925.....	170,650.00	34,130.00	113,766.67
1926 ¹	204,780.00	40,956.00	136,520.00
Oklahoma:			
1922.....	15,021.84	3,004.37	10,014.56
1923.....	17,525.48	3,505.10	11,683.65
1924.....	20,029.12	4,005.82	13,352.75
1925.....	25,036.40	5,007.28	16,690.93
1926 ¹	30,043.68	6,008.74	20,029.12
Oregon:			
1922.....	10,887.94	2,177.59	7,258.63
1923.....	12,702.60	2,540.52	8,468.40
1924.....	14,517.25	2,903.45	9,678.17
1925.....	18,146.57	3,629.31	12,097.71
1926 ¹	21,775.88	4,355.18	14,517.25

¹ Maximum appropriation reached in 1920. Thereafter allotments remain constant until reapportionment under the census of 1930.

TABLE 10.—*Availability of Federal vocational education funds for home economics and for all-day and evening schools, by States, for the fiscal years ending June 30, 1922, to 1930*¹—Continued.

State and year.	Total allotment for trade, industry, and home economics.	Maximum amount available for home economics schools (20 per cent of total allotment).	Maximum amount available for all-day and evening schools (66 2/3 per cent of total allotment).
Pennsylvania:			
1922.....	156,149.84	31,229.97	104,099.89
1923.....	182,174.81	36,434.96	121,449.87
1924.....	208,199.78	41,639.96	138,799.85
1925.....	260,249.73	52,049.95	173,499.82
1926 ¹	312,299.67	62,459.93	208,199.78
Rhode Island:			
1922.....	16,405.74	3,281.15	10,937.16
1923.....	19,140.03	3,828.01	12,760.02
1924.....	21,874.32	4,374.86	14,582.88
1925.....	27,342.90	5,468.58	18,228.60
1926 ¹	32,811.48	6,562.30	21,874.32
South Carolina:			
1922.....	8,186.08	1,637.22	5,457.39
1923.....	9,550.43	1,910.09	6,366.95
1924.....	10,914.77	2,182.95	7,276.51
1925.....	13,643.47	2,728.69	9,095.65
1926 ¹	16,372.16	3,274.43	10,914.77
South Dakota:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Tennessee:			
1922.....	17,019.61	3,403.92	11,346.41
1923.....	19,856.22	3,971.24	13,237.48
1924.....	22,692.82	4,538.56	15,128.55
1925.....	28,366.02	5,673.20	18,910.68
1926 ¹	34,039.23	6,807.85	22,692.82
Texas:			
1922.....	42,120.89	8,424.18	28,080.59
1923.....	49,141.03	9,828.21	32,760.69
1924.....	56,161.18	11,232.24	37,449.79
1925.....	70,201.48	14,040.30	46,800.99
1926 ¹	84,241.77	16,848.35	56,161.18
Utah:			
1922.....	6,002.95	1,200.59	4,001.97
1923.....	7,003.44	1,400.69	4,668.96
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,004.91	2,000.98	6,669.94
1926 ¹	12,005.89	2,401.18	8,008.93
Vermont:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67
Virginia:			
1922.....	18,767.11	3,753.42	12,511.41
1923.....	21,894.96	4,378.99	14,566.64
1924.....	25,022.82	5,004.56	16,681.88
1925.....	31,278.52	6,255.70	20,852.35
1926 ¹	37,534.22	7,506.84	25,022.81
Washington:			
1922.....	20,848.56	4,169.71	13,899.04
1923.....	24,323.32	4,864.66	16,215.55
1924.....	27,798.08	5,559.62	18,532.05
1925.....	34,747.59	6,949.52	23,165.06
1926 ¹	41,697.11	8,339.42	27,798.07
West Virginia:			
1922.....	10,275.02	2,055.00	6,850.01
1923.....	11,987.52	2,397.50	7,991.68
1924.....	13,700.02	2,740.00	9,133.35
1925.....	17,125.03	3,425.01	11,416.69
1926 ¹	20,550.03	4,110.00	13,700.02

¹ Maximum appropriation reached in 1926. Thereafter allotments remain constant until reapportionment under the census of 1930.

TABLE 10.—*Availability of Federal vocational education funds for home economics and for all-day and evening schools, by States, for the fiscal years ending June 30, 1922, to 1930*¹—Continued.

State and year.	Total allotment for trade, industry, and home economics.	Maximum amount available for home economics schools (20 per cent of total allotment).	Maximum amount available for all-day and evening schools (66⅔ per cent of total allotment).
Wisconsin:			
1922.....	34,655.02	6,931.00	23,103.35
1923.....	40,430.89	8,086.18	26,953.93
1924.....	46,206.73	9,241.35	30,804.49
1925.....	57,758.41	11,551.68	38,505.61
1926 ¹	69,310.09	13,862.02	46,206.73
Wyoming:			
1922.....	5,000.00	1,000.00	3,333.33
1923.....	5,000.00	1,000.00	3,333.33
1924.....	10,000.00	2,000.00	6,666.67
1925.....	10,000.00	2,000.00	6,666.67
1926 ¹	10,000.00	2,000.00	6,666.67

¹ Maximum appropriation reached in 1926. Thereafter allotments remain constant until reapportionment under the census of 1930.

TABLE 11.—Quarterly payments to the States for the fiscal year 1922-23 of appropriations available under the vocational education act.

State.	Quarterly payments to the States for the fiscal year 1922-23.					
	Agriculture: For salaries of teachers, supervisors, and directors.		Trade, home economics, and industry: For salaries of teachers.		Teacher training: For salaries of teachers and maintenance of teacher training.	
	Allotment on basis of rural population.	Special allotment to guarantee \$5,000.	Allotment on basis of urban population.	Special allotment to guarantee \$5,000.	Allotment on basis of total population.	Special allotment to guarantee \$10,000.
United States.....	\$437,500.00	\$2,304.87½	\$437,500.00	\$4,793.59½	\$250,000.00	\$21,691.48½
Alabama.....	15,660.68½	.....	4,136.40½	.....	5,576.39	.....
Arizona.....	1,843.80	.....	954.49½	295.50½	793.56	1,706.44
Arkansas.....	12,440.72½	.....	2,358.26½	.....	4,161.09½	.....
California.....	9,320.77½	.....	18,937.06½	.....	8,138.03	.....
Colorado.....	4,139.54½	.....	3,681.13	.....	2,231.41	268.59
Connecticut.....	3,781.41½	.....	7,604.45	.....	3,278.69	.....
Delaware.....	870.14	379.86	980.80½	269.19½	529.58½	1,970.41½
Florida.....	5,214.28	.....	2,889.82½	.....	2,299.90	200.10
Georgia.....	18,451.82½	.....	5,911.28½	.....	6,876.95½	.....
Idaho.....	2,662.51½	.....	966.75½	283.24½	1,025.59½	1,474.41½
Illinois.....	17,699.69	.....	35,780.58½	.....	15,401.09½	.....
Indiana.....	12,320.10½	.....	12,042.96½	.....	6,959.02½	.....
Iowa.....	13,009.43	.....	7,110.30½	.....	5,709.01½	.....
Kansas.....	9,798.76½	.....	5,018.77½	.....	4,201.59	.....
Kentucky.....	15,176.02½	.....	5,145.30	.....	5,738.95½	.....
Louisiana.....	9,960.92½	.....	5,101.60½	.....	4,271.05½	.....
Maine.....	3,986.98	.....	2,432.94	.....	1,823.86½	676.13½
Maryland.....	4,938.47	.....	7,060.98½	.....	3,442.62½	.....
Massachusetts.....	1,720.16	.....	29,645.38	.....	9,148.48½	.....
Michigan.....	12,144.07½	.....	18,204.76½	.....	8,711.66	.....
Minnesota.....	11,366.84	.....	8,540.48	.....	5,668.89	.....
Mississippi.....	13,196.42½	.....	1,950.13½	.....	4,252.31½	.....
Missouri.....	15,465.95½	.....	12,887.98½	.....	8,083.67	.....
Montana.....	3,207.64½	.....	1,396.98½	.....	1,303.49	1,196.51
Nebraska.....	7,583.94½	.....	3,291.68	.....	3,078.59½	.....
Nevada.....	528.99	721.01	123.88½	1,126.11½	183.82½	2,316.17½
New Hampshire.....	1,390.05	.....	2,272.07	.....	1,052.22½	1,447.77½
New Jersey.....	5,795.75	.....	20,100.12	.....	7,494.55½	.....
New Mexico.....	2,514.09½	.....	527.57	722.43	885.75	1,644.25
New York.....	15,280.67½	.....	69,762.16½	.....	24,662.59½	.....
North Carolina.....	17,607.35½	.....	3,982.52½	.....	6,077.34½	.....
North Dakota.....	4,754.67½	.....	716.63	533.37	1,536.17½	963.82½
Ohio.....	17,722.29½	.....	29,863.75	.....	13,677.27½	.....
Oklahoma.....	12,671.34½	.....	4,381.37	.....	4,816.72	.....
Oregon.....	3,339.49½	.....	3,175.65	.....	1,860.37½	639.62½
Pennsylvania.....	26,488.24½	.....	45,543.70½	.....	20,708.09½	.....
Rhode Island.....	1,129.51½	1,120.48½	4,785.00½	.....	1,435.30½	1,064.69½
South Carolina.....	11,828.18½	.....	2,387.60½	.....	3,998.47	.....
South Dakota.....	4,550.67	.....	827.35	422.65	1,511.65½	988.34½
Tennessee.....	14,695.75½	.....	4,964.05½	.....	5,551.95½	.....
Texas.....	26,814.53½	.....	12,285.25½	.....	11,074.12½	.....
Utah.....	1,989.99½	.....	1,760.86	.....	1,067.21½	1,432.78½
Vermont.....	2,063.53½	.....	893.16½	356.83½	836.93½	1,663.06½
Virginia.....	13,917.36½	.....	5,474.74	.....	5,483.80½	.....
Washington.....	5,173.77½	.....	6,080.83	.....	3,221.67½	.....
West Virginia.....	9,317.04½	.....	2,938.88	.....	3,475.96½	.....
Wisconsin.....	11,809.13½	.....	10,107.72½	.....	6,250.57½	.....
Wyoming.....	1,166.48	83.52	465.75	784.25	461.66	2,036.34

APPENDIX D.

OUTLINE FOR STATE PLANS FOR FIVE-YEAR PERIOD, JULY 1, 1927, TO
JUNE 30, 1932.

I. ADMINISTRATION AND SUPERVISION.

A. General direction, including—

1. Name of executive officer.

2. Name of director, with statement of his responsibility and apportionment of his time to different services.

B. Agricultural education.

C. Trade and industrial education.

D. Home economics education.

E. Teacher training. (*See National vocational education act, sec. 10.*)

II. GENERAL CONDITIONS.

A. Must be under public supervision or control.

B. Controlling purpose to fit for useful employment.

C. Less than college grade.

D. For persons over 14 years of age.

E. Every dollar of Federal funds must be matched by a dollar of State or local money, or both.

F. Money to be expended only for—

1. Salaries of teachers, supervisors, and directors of agriculture.

2. Salaries of teachers of trade, home economics, and industrial subjects.

3. Training for vocational teachers—

a. Maintenance of teacher training for vocational teachers.

Maintenance not to include items (buildings, etc.), prohibited under section 17 of the act. A statement of the qualifications of teacher trainers should be submitted under III-D, IV-H, and V-G.

NOTE.—If teacher-training funds are to be used for State or local supervision or both, a statement of the qualifications and duties of the supervisor should be submitted under III-A-1 and B-1, IV-B, and V-B of the plan.

b. Budget of total teacher-training funds, Federal and State, as divided between—

(1) Agricultural education.

(2) Trade and industrial education.

(3) Home economics education.

III. AGRICULTURAL EDUCATION.

A. State supervision of agricultural education. (To be filled out in cases where State board uses teacher-training fund for the maintenance of teacher training and supervision.)

1. Qualifications of supervisor—

a. Education, including professional and technical training.

b. Experience, including farm and teaching experience.

c. General, including age, leadership, contact with farming, and attitude toward rural life.

A. State supervision of agricultural education—Continued.

2. Duties of supervisor.

- a. Promotional*, including organization of classes, selection of teachers, preparation and approval of courses of study, selection of candidates for teacher training, preparation of plans, cooperation with farm organizations, preparation of State literature on agricultural education, studies, surveys, and investigations.
- b. Inspectional*, including approval of agricultural classes and and teacher-training classes for State and Federal aid.
- c. Instructional*, including improvement of teachers in service and responsibility for teacher training.

B. Local supervision. (11.)¹

1. Qualifications of supervisor.

2. Duties of supervisor.

C. Kinds of schools. (13.)¹

1. Day schools.

- a. Plant and equipment.* (14.)¹
- b. Minimum of maintenance.* (16.)¹
- c. Courses of study.* (17.)¹ (Includes type courses of study for each type of school proposed. Course to include both vocational and nonvocational subjects and time in minutes per instruction period and number of instruction periods per week to be given to each subject or group of subjects.)
- d. Methods of instruction.* (18.)¹
- e. Qualifications of teachers.* (20.)¹
- f. Qualifications of supervisors or directors of farm practice.* (21.)¹ (Where the agricultural teacher and the farm practice supervisor is the same individual so indicate.)
 - (1) Plan of supervision and duties of supervisor.
- g. Plans for at least six months' supervised farm practice.* (21.)¹
- h. Attitude of local school authorities and patrons.*

2. Evening schools.

- a. Organization.*
- b. Plant and equipment.*
- c. Minimum for maintenance.*
- d. Courses of study.* (Include a type course of study, course to include both vocational and related subjects and time in minutes per instruction period and number of instruction periods per course to be given to each subject or groups of subjects.)
- e. Methods of instruction.*
- f. Qualifications of teachers.*
- g. Qualifications of supervisors or directors of farm practice.*
 - (1) Plan of supervision and duties of supervisor.
- h. Plan for at least six months' supervised farm practice.*

¹ Figures in parentheses refer to page numbers of Bulletin No. 13, "Agricultural Education—Organization and Administration." Revised April, 1926.

C. Kinds of schools. (13.)¹—Continued.

3. Part-time schools.

- a. Organization.
- b. Plant and equipment.
- c. Minimum for equipment.
- d. Courses of study. (Include a type course of study, course to include both vocational and related subjects and time in minutes per instruction period and number of instruction periods per course to be given to each subject or group of subjects.)
- e. Methods of instruction.
- f. Qualifications of teachers.
- g. Qualifications of supervisors or directors of farm practice.
 - (1) Plan of supervision and duties of supervisor.
- h. Plans for at least six months' supervised farm practice.

D. Teacher training.

- 1. Percentage of teacher-training fund budgeted to agricultural education.
- 2. Kinds of schools and classes. (32.)¹ (Name and location of each institution or center)—
 - a. If improvement of teachers in service or itinerant teacher training is contemplated, include detailed plans for such training.
- 3. Length of course—
 - a. In years.
 - b. In unit hours.
- 4. Entrance requirements. (35.)¹
- 5. Courses of study. (36.)¹ (Complete course of study from each institution named under (2), including names of subjects and time to be given to each.)
 - a. Subjects upon which reimbursement from Federal funds is expected.
- 6. Provisions for observation and practice teaching. (39.)¹
- 7. Graduation requirements, including practical experience. (39.)¹
- 8. Relation to certification.
- 9. In case any special teacher-training courses other than the above are to be offered, give detailed plans for such training following the points given under 2-8 above.
- 10. Qualifications of teacher trainers.

IV. TRADE AND INDUSTRIAL EDUCATION.

A. A tentative budget of Federal funds available for trade and industrial education, including amounts to be used for—

- 1. Evening schools or classes.
- 2. Part-time schools or classes.
- 3. Unit-trade schools or classes.
- 4. General industrial schools or classes in cities or towns of less than 25,000 population.

¹ Figures in parentheses refer to page numbers of Bulletin No. 13, "Agricultural Education—Organization and Administration." Revised April, 1926.

B. Supervision of trade and industrial education.**1. State supervision of trade and industrial education.****a. Qualifications of supervisor—**

- (1) Trade experience.
- (2) Teaching experience.
- (3) Supervisory experience.
- (4) Professional education.
- (5) General education.

b. Duties of supervisor such as—

- (1) *Promotional*, including organization of classes, selection of instructors, preparation and approval of courses of study, selection of candidates for instructor training, preparation of plans, cooperating with industry, preparation of State literature on industrial education, studies, surveys, and investigations.
- (2) *Inspectional*, including approval of trade and industrial classes and instructor training classes for State and Federal aid.
- (3) *Instructional*, including improvement of teachers in service and responsibility for instructor training.

2. Local supervision of trade and industrial education.**a. Qualifications of supervisors—**

- (1) Trade experience.
- (2) Teaching experience.
- (3) Professional education.
- (4) General education.

b. Duties of supervisor such as—

- (1) *Promotional*. Promotional activities of local supervisors shall be devoted to the establishment of additional vocational classes, particularly in the field of part-time and evening schools, and in selecting and training teachers on the job for these classes.
- (2) *Inspectional*. It is understood that the inspectional activities of local supervisors under this plan shall be primarily for the purpose of discovering those points on which their local teachers need help and assistance.
- (3) *Instructional*. Instructional activities shall constitute the major portion of the local supervisor's work as a teacher trainer, and particular attention shall be given to the professional improvement of his teachers in service.

C. Kinds of trade and industrial education which the State board intends to aid from Federal funds.**1. Evening industrial schools, including foremanship classes. (See Bulletin No. 17, "Trade and Industrial Education—Organization and Administration." Revised, March, 1924, p. 98.)****2. Part-time schools or classes.**

- a. Trade extension part-time schools or classes.
- b. Trade-preparatory part-time schools or classes.
- c. General continuation part-time schools or classes.

3. Unit-trade day schools or classes.**4. General industrial day schools or classes in towns and cities of less than 25,000 population.**

D. Evening industrial schools or classes.

1. Controlling purpose—stated in aims of the classes.
2. Minimum entrance age requirement
3. Minimum plant and equipment requirement.
4. Minimum for maintenance.
5. Character and content of the course of study. (Give type short unit course or courses.)
6. Character of the school work. (Supplemental to the daily employment.)
7. Methods of instruction.
8. Qualifications of teachers—stated in terms of—
 - a. Shop teachers.
 - b. Related-subjects teachers.

E. Part-time schools or classes.

1. Trade-extension part-time schools or classes.
 - a. Controlling purpose—stated in aim of classes.
 - b. Age of pupil.
 - c. Minimum plant and equipment requirement.
 - d. Minimum for maintenance.
 - e. Character and content of courses of study. (Give type course or courses.)
 - f. Methods of instruction.
 - g. Length of term—hours a week.
 - h. Qualifications of teachers.
 - (1) Shop teacher.
 - (2) Related-subjects teacher.
2. Trade preparatory part-time schools or classes.
 - a. Controlling purpose—stated in aims of classes.
 - b. Age of pupils.
 - c. Minimum plant and equipment requirement.
 - d. Minimum for maintenance.
 - e. Character and content of courses of study. (Give type course or courses.)
 - f. Methods of instruction.
 - g. Length of term—hours a week.
 - h. Qualifications of teachers.
 - (1) Shop teachers.
 - (2) Related-subjects teachers.
3. General continuation part-time schools or classes.
 - a. For enlarging the civic or vocational intelligence of workers over 14 years of age.
 - (1) Controlling purposes—stated in aims of classes.
 - (2) Minimum age of pupils.
 - (3) Minimum plant and equipment requirement.
 - (4) Minimum for maintenance.
 - (5) Character and content of course of study. (Give type or courses.)
 - (6) Methods of instruction.
 - (7) Length of term, hours a week.
 - (8) Qualifications of teachers.

E. Part-time schools or classes—Continued.**3. General-continuation part-time schools or classes—Continued.**

b. For enlarging the vocational intelligence of workers over 14 years of age regularly employed in offices and stores as follows (see Miscellany No. 161, revised):

(1) On full-time basis.

(*a*) Controlling purposes—stated in aims of classes.

(*b*) Minimum age of pupils.

(*c*) Minimum plant and equipment requirement.

(*d*) Character and content of course of study.
(Give type course or courses.)

(*e*) Methods of instruction.

(*f*) Minimum time for instruction.

(*g*) Division of time between school and office or store.

(*h*) Qualifications of teachers—

1. Of vocational subjects.

2. Of related subjects.

(*i*) Teachers for whom reimbursement is to be asked.

(2) On cooperative basis between school and store or office.

(*a*) Controlling purposes—stated in aims of classes.

(*b*) Minimum age of pupils.

(*c*) Minimum plant and equipment requirement.

(*d*) Character and content of course of study.
(Give type course or courses.)

(*e*) Methods of instruction.

(*f*) Minimum time for instruction.

(*g*) Division of time between school and office or store.

(*h*) Qualifications of teachers.

1. Of vocational subjects.

2. Of related subjects.

(*i*) Teachers for whom reimbursement is to be asked.

F. Day unit-trade schools or classes.

1. Controlling purposes—stated in aims of classes.

2. Age of admission.

3. Minimum plant and equipment requirement.

4. Minimum for maintenance.

5. Character and content of courses of study. (Give type course or courses.)

6. Methods of instruction.

7. Amount of time given to practical work on a useful or productive basis and a statement concerning the nature of the practical work.

8. Length of school year.

9. Hours of instruction per week.

10. Qualifications of teachers.

a. Shop teachers.

b. Related-subjects teachers.

ERRATA

Add under "G-5," top of page 93, Bulletin No. 1, Revised December, 1926:

6. Methods of instruction.
7. Amount of time given to practical work on a useful or productive basis.
8. Length of school year.
9. Hours of instruction per week.
10. Qualifications of teachers—
 - a. Shop teachers.
 - b. Related-subjects teachers,

G. General industrial schools for cities and towns of less than 25,000 population.

1. Controlling purpose—stated in aims of classes.
2. Age of admission.
3. Minimum plant and equipment requirement.
4. Minimum for maintenance.
5. Character and content of courses of study. (Give type course or courses.)

I. Teacher training.

1. Percentage of teacher-training fund budgeted to trade and industrial education.

a. Amount of funds, Federal and State, budgeted to—

- (1) State supervision.
- (2) Local supervision.
- (3) Organized teacher training by—
 - (a) State board.
 - (b) Designated institutions.
 1. Name.
 2. Location.
 - (c) Local boards of education.
 1. City.
 2. Plan.

2. Qualifications of teacher trainers.

- a.* Trade experience.
- b.* Teaching experience.
- c.* Supervisory experience.
- d.* Professional education.
- e.* General education.

3. Work to be undertaken by each of these agencies covering the following:

a. Shop teachers—

- (1) Entrance requirements.
- (2) Length of course—
 - (a) In years.
 - (b) In unit hours.
- (3) Plan for giving training—resident, extension, itinerant, and short units.
- (4) Course of study. (Complete course of study from each agency named under H-1-a-(3), specifying names of subjects for which reimbursement from Federal funds will be made and time to be given to each.) (See page 33, Question 28.)
- (5) Provisions for observation and practice teaching.
- (6) Graduation requirements, including practical experience.
- (7) Relation to certification.

b. Related-subjects teachers.

- (1) Entrance requirements.
- (2) Length of course—
 - (a) In years.
 - (b) In unit hours.
- (3) Plan for giving training—resident, extension, itinerant, and short units.
- (4) Course of study. (Complete course of study from each agency named under H-1-a-(3), specifying names of subjects for which reimbursement from Federal funds will be made and time to be given to each.) (See page 33, Question 28.)

H. Teacher training—Continued.

3. Work to be undertaken by each of these agencies, etc.—Continued.

b. Related-subjects teachers—Continued.

(5) Provisions for observation and practice teaching.

(6) Graduation requirements, including practical experience.

(7) Relation to certification.

c. General continuation part-time school teachers—

(1) Entrance requirements.

(2) Length of course—

(a) In years.

(b) In unit hours.

(3) Plan for giving training—resident, extension, itinerant, and short units.

(4) Course of study. (Complete course of study from each agency named under H-1-a-(3), specifying names of subjects for which reimbursement from Federal funds will be made and time to be given to each.) (See page 33, Question 28.)

(5) Provisions for observation and practice teaching.

(6) Graduation requirements, including practical experience.

(7) Relation to certification.

d. Teachers of retail selling in the general continuation school.

(See Miscellany No. 161, revised.)

Statement as to character and location of institutions in which training is to be given and definition of field to be covered—

(1) Entrance requirements.

(2) Length of course—

(a) In years.

(b) In unit hours.

(3) Plan for giving training—resident, extension, itinerant, and short units.

(4) Course of study. (Complete course of study from each agency named under H-3-d, specifying names of subjects for which reimbursement from Federal funds will be made and time to be given to each.) (See page 33, Question 28.)

(5) Provisions for observation and practice teaching.

(6) Provision for store practice.

(7) Graduation requirements, including store experience.

(8) Relation to certification.

(9) Qualifications for teacher trainers in retail selling.

4. Provision for supervision of teacher training by State supervisor.

5. Training leaders for foremanship conferences. (See Bulletin 17, "Trade and Industrial Education—Organization and Administration." Revised March, 1924, pp. 98-99.)

6. Research and investigation. Limited to furtherance of teacher-training program. (See page 35, Question 33.)

7. In case the State has any variations in the training for shop teachers or related subjects teachers for unit-trade, general industrial, evening, part-time trade extension, or preparatory work, give a detailed plan for such training, following the points given under H-3-a-b-c.

V. HOME ECONOMICS EDUCATION

A. Percentage of fund for trade, home economics, and industrial education budgeted to home economics.

B. Supervision.

1. State—

a. Qualifications of supervisor—

- (1) Education, including professional and technical training.
- (2) Experience, including home making, teaching, and administrative.
- (3) General, including age, leadership, and general contacts.

b. Duties of supervisor—

- (1) Improvement of teachers in service. Plans for this.
- (2) Promotion of new work. Plans for this.
- (3) Inspection of work. Plans for this.

2. Local—

a. Qualifications of supervisor—

- (1) Education, including professional and technical training.
- (2) Experience, including home making, teaching, and administrative.
- (3) General, including age, leadership, and general contacts.

C. Kinds of home economics education which the State board intends to aid from Federal funds, with tentative amounts to be expended for each.

1. Day schools or classes.
2. Part-time home economics schools or classes for minors.
3. Part-time home economics schools or classes for adults.
4. Evening home economics schools or classes.

D. Day schools.

1. Age of admission.
2. Minimum plant and equipment requirement. (Each State should now be ready to state definite minimums.)
3. Minimum for maintenance.
4. Character and contents of courses of study. (Include type course.)
5. Methods of instruction.
6. Home projects—
 - a. Amount of time allowed.
 - b. Provision and amount of time on part of teachers for supervision.
 - c. Name type projects.
7. Amount of school week given to vocational work—
 - a. Home economics subjects.
 - b. Related subjects.
8. Length of school year—
 - a. In cities and towns of more than 25,000 population.
 - b. In cities and towns of under 25,000 population.
9. Hours of instruction per week—
 - a. In cities and towns of more than 25,000 population.
 - b. In cities and towns of under 25,000 population.
10. Qualifications of teachers—
 - a. Home economics teachers.
 - (1) Education, including professional and technical training.
 - (2) Experience, including home making and teaching.

D. Day schools—Continued.

10. Qualifications of teachers—Continued.

a. Home economics teachers—Continued.

(3) General, including personal fitness and general contacts.

b. Related-subjects teachers—

(1) Education, including professional and related subjects training.

(2) Contact with home making or training in home economics.

E. Part-time home economics schools and classes.

1. Part-time home economics classes for minors (where 50 per cent or more of the time is given to home economics).

a. Age of pupils.

b. Minimum plant and equipment requirement.

c. Minimum for maintenance.

d. Character and content of courses of study. (Give type course or courses.)

e. Methods of instruction.

f. Length of term.

g. Provisions for follow-up work.

h. Qualifications of teachers.

(1) Home economics teachers.

(*a*) Education, including professional and technical training.

(*b*) Experience, including home making and teaching.

(*c*) General, including personal fitness and general contacts.

(2) Related-subjects teachers.

(*a*) Education, including professional and related-subjects training.

(*b*) Contact with home making or training in home economics.

2. Home economics in general continuation schools (where less than 50 per cent of time is given to home economics).

a. Age of pupils.

b. Minimum plant and equipment requirement.

c. Minimum for maintenance.

d. Character and content of courses of study. (Give type course or courses.)

e. Methods of instruction.

f. Length of term.

g. Provisions for follow-up work.

h. Qualifications of teachers.

(1) Home economics teachers.

(*a*) Education, including professional and technical training.

(*b*) Experience, including home making and teaching.

(*c*) General, including personal fitness and general contacts.

(2) Related-subjects teachers.

(*a*) Education, including professional and related-subjects training.

(*b*) Contact with home making or training in home economics.

E. Part-time home-economics schools and classes—Continued.

3. Part-time home economics classes for adults (where 50 per cent or more of the time is given to home economics).
 - a. Minimum plant and equipment requirement.
 - b. Minimum for maintenance.
 - c. Character and content of courses of study. (Give type course or courses.)
 - d. Methods of instruction.
 - e. Length of term.
 - f. Provisions for follow-up work.
 - g. Qualifications of teachers.
 - (1) Home economics teachers.
 - (a) Education, including professional and technical training.
 - (b) Experience, including home making and teaching.
 - (c) General, including personal fitness and general contacts.
 - (2) Related-subjects teachers.
 - (a) Education, including professional and related-subjects training.
 - (b) Contact with home making or training in home economics.

F. Evening home economics schools and classes.

1. Minimum entrance age requirement.
2. Minimum plant and equipment requirement.
3. Minimum for maintenance.
4. Character and content of the course of study. (Give type course or courses.)
5. Character of the school work. (Supplemental to home making.)
6. Methods of instruction.
7. Qualifications of teachers.
 - a. Home economics teachers.
 - (1) Education, including professional and technical training.
 - (2) Experience, including home making and teaching.
 - (3) General, including personal fitness and general contacts.

G. Teacher training.

1. Percentage of teacher-training funds budgeted to home economics education.
2. Qualifications of teacher trainers.
 - a. Experience.
 - (1) Practical home-making experience.
 - (2) Teaching experience.
 - (3) Supervisory or administrative experience.
 - b. Education.
 - (1) Professional.
 - (2) Technical and general.

G. Teacher training—Continued.

3. Preparation of teachers.

a. Home economics teachers.

(1) Standards for training.

(a) Entrance requirements.

(b) Length of course—

1. In years.

2. In unit hours.

(c) Content of course. (Set up percentage distribution of hours devoted to the following groups of subjects: Home economics subjects, related subjects, professional subjects, and general academic subjects.)

(d) Provision and amount of time for supervised teaching.

(e) Graduation requirements, including vocational experience.

(f) Relation to certification.

b. Related-subjects teachers.

(1) Standards for training.

(a) Entrance requirements.

(b) Length of course—

1. In years.

2. In unit hours.

(c) Content of course. (Set up percentage distribution of hours devoted to the following groups of subjects: Home economics subjects, related subjects, professional subjects, and general academic subjects.)

(d) Provision and amount of time for supervised teaching.

(e) Graduation requirements, including vocational experience.

(f) Relation to certification.

c. Name and location of each institution or center approved—

(1) Submit full course of study from each institution, including provision and amount of time required for—

(a) Supervised teaching.

(b) Supervised home management.

(2) Provision for checking up vocational experience.

4. Training of teachers in service.

a. Character of work to be undertaken as to—

(1) Special types of school in which employed.

(2) Subjects offered.

b. Agencies responsible for training.*c.* Official title and qualifications of person in charge.*d.* Time to be devoted to the work.

5. In case special teacher-training courses other than the above are to be offered, give detailed plans for such training.

VI. APPENDIXES

A. Copies of new acts affecting the administration of vocational education within the State.

B. Additional supplementary material, such as courses of study, and the like.

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